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ANNUAL REPORT
OF THE
NORMAL, MODEL, HIGH
AND
PUBLIC SCHOOLS
OF
ONTARIO,
FOR THE YEAR 1871.

WITH APPENDICES,
BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



TORONTO:
PRINTED BY HUNTER, ROSE & CO., 86 & 88 KING STREET WEST.
1873.

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Department of Public Instruction for Ontario.

EDUCATION OFFICE,

TORONTO, 31st October, 1872.

SIR,—I have the honour to transmith herewith, to be laid before His Excellency the Lieutenant-Governor, my Report of the Normal, Model, High and Public Schools of Ontario, during the year 1871, including a Statistical Statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains extracts from local reports, and other documents and papers illustrative of the means which have been employed to promote the improvement and extension of the High and Public Schools throughout Ontario.

I have the honour to be, Sir,

Your obedient servant,

(Signed,) E. RYERSON.

To the Honourable PETER GOW, M.P.P.,

Secretary of the Province,

Toronto.

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PART I.

GENERAL REPORT.

1871.



ANNUAL REPORT
OF THE
Normal, Model, High and Public Schools
IN ONTARIO,
FOR THE YEAR 1871.

PART I.—GENERAL REPORT.

*To His Excellency the Honourable WILLIAM PEARCE HOWLAND, C. B.,
Lieutenant-Governor of the Province of Ontario :*

MAY IT PLEASE YOUR EXCELLENCY,

I herewith present my Report to your Excellency on the condition of the Normal, Model, High and Public Schools of the Province of Ontario, for the year 1871, and for the twenty eighth year of my incumbency.

It is gratifying to be able to state that although the large *increase* of the School Fund* by local effort, in 1870 over that of 1869 was \$116,938, yet the increase of that Fund for 1871 by the same local efforts over that of 1870 amounts to the unprecedentedly large sum of \$179,594. Thus the "School Fund," for 1871, was \$671,456, and for 1870, \$564,536—the County assessment, for 1870, being \$385,284, and for 1871, \$492,481. The whole number of pupils in the Schools is now 446,326—an increase of 3,808 over last year.

I will now proceed to give a summary view of the condition of the High and Public Schools of Ontario, condensed from the tables accompanying this Report :—

I.—TABLE A.—RECEIPTS AND EXPENDITURE OF PUBLIC SCHOOL MONEYS.

The Receipts.

1. The amount apportioned from the Legislative Grant was \$178,975. The amount apportioned for the purchase of maps, apparatus, prize and library books was \$15,195—*increase* \$789.
2. The amount from County *Municipal* Assessment was \$492,481, shewing a remarkable increase of \$107,196, or an increase *eight times* greater than the increase of 1869 over that of 1870.
3. The amount available from *Trustees'* School Assessment was \$1,027,184 (now over a *million of dollars*) *increase* \$76,085.

* The legal definition of the term "School Fund" is that the School Fund is made up of the Legislative Grant and the County Assessment, and does not include the trustees' assessments or receipts from other sources. The term "School Moneys" includes the "School Fund" and other moneys.

4. The amount from Clergy Reserves Moneys and from other sources, applied to School purposes in 1871, was \$410,633—increase \$3,688.

5. The Total Receipts for all Public School purposes for the year 1871 amounted to \$2,124,471, or considerably over *two millions of dollars*, shewing an increase of \$180,106 over the total receipts of the preceding year, being the greatest and most gratifying increase ever reported since the establishment of our Public School System. Considering that this was the first year of the operations of the new School Act, this result is most encouraging, and speaks well for the educational prosperity of the country.

6. As an evidence of the continued financial prosperity of our Public Schools, I insert the following interesting table, showing the progressive increases in the amounts levied by the Municipal and School Trustee Corporations, and also the yearly increase in the total receipts since 1860—the year in which the School Law Amendment Act was passed. These facts strongly illustrate the growing interest felt in the prosperity of our Schools by the local School authorities. The table is as follows:—

	1860.	1861.	1862.	1863.	1864.	1865.	1866.	1867.	1868.	1869.	1870.	1871.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment	279663	278085	274471	287763	304332	303092	319154	351873	362375	372743	385294	492481
Trustees' School Assessment	556832	587297	620268	681755	650330	711197	760366	797708	855538	890834	951099	1,027,184
Total Receipts	1824272	1881279	1896123	1432485	1484187	1545000	1607971	1670335	1799332	1827426	1944364	2,124,471
Increase in Total Receipts..	14452	57006	14843	36761	51301	60813	62970	62364	118997	33093	116938	180106

The Expenditure.

1. The amount paid by trustees for salaries of teachers in 1871 was \$1,191,476. This, of course, does not represent the total salaries of teachers, but simply the amount which had been paid to teachers up to the date of the trustees' report; these reports, under the new system of inspection, were more promptly prepared than on any previous occasion. The balances due the teachers were included in the unusually large balance reported in the trustees' hands—being \$8,872, as against only \$29,774 of the previous year.

2. For maps, globes, prize books and libraries \$33,083—decrease, \$808. The Legislative aid given to trustees for these objects was \$15,195.

3. For sites and building of School-houses, \$261,833—increase, \$54,333. This unprecedentedly large increase is without parallel, and is no doubt due to that most salutary provision of the new School Law, which requires the trustees to provide suitable accommodation for all the pupils in their School divisions. Even this great increase (of \$54,333) in the trustees' expenditure for sites and School-houses does not, (for the reasons stated in the first paragraph of this section) represent the total expenditure under this head for 1871, owing to the unusual balance in the hands of trustees at the end of the year. The increased expenditure must, therefore, be estimated as nearly \$75,000 more than in 1870. The increased expenditure under these heads, in 1870, was but \$16,129, and, in 1869, only about \$5,000. This expenditure of upwards of one quarter of a million dollars for sites and School-houses in 1871 is a permanent increase in the value of Public School property, and indicates much additional material prosperity in the several neighbourhoods which were benefited by the expenditure.

4. For rents and repairs of School-houses, \$63,152—increase, \$1,292.

5. For school-books, stationery, fuel and other expenses, \$253,748—increase, \$67,620. These "other expenses" are, doubtless, for fuel and other contingencies not formerly reported by the trustees.

6. Total expenditure for all Public School purposes, \$1,803,294—increase, \$91,233. The total increase in expenditure for Public School purposes (even during the shorter period in 1871, as explained above) was nearly \$100,000 over that of 1870—not including the large balance, \$88,872, reported in the trustees' hands at the date of their reports.

7. Balances of School Moneys not paid at the end of the year when the returns were made, \$321,176—increase \$8,872; a large proportion of which is due for sites and School-houses and to teachers, as already explained.

II.—TABLE B.—SCHOOL POPULATION, AGES OF PUPILS, PUPILS ATTENDING PUBLIC SCHOOLS, AVERAGE ATTENDANCE.

The Statute requires that the trustees' returns of School population shall include the number of children between the ages of five and sixteen, resident in their School Division : but it confers the *equal* right of attending the Schools upon all residents in such division between the ages of five and twenty-one years.

1. The School population reported by trustees (including only children between the ages of five and sixteen years) was 489,615—increase, 5,649.

2. The number of pupils between the ages of five and sixteen years attending the Schools was 423,033—increase, 2,545. Number of pupils of other ages attending the Schools, 23,293— increase, 1,263. Total number of pupils attending the Schools, 446,326—increase, 3,808.

3. The number of boys attending the Schools, 235,066—increase, 1,685. The number of girls attending the schools, 211,260— increase, 2,123.

4. The ages of pupils are this year reported for the first time. There are 2,291, under five years of age ; 197,293 between five and ten ; 193,168, between ten and sixteen ; 22,491 between sixteen and twenty-one. and 26,083 whose ages are not reported.

5. The number reported as not attending any School is 38,535—increase, 7,270 ; of these 38,535, 12,018 were between the ages of seven and twelve years, which are the ages fixed by the new Law, during which all the children of a School Division should receive instruction in some School. The attention of trustees, parents, and inspectors is called to this fact, in the hope that this ominous and humiliating item will soon be greatly lessened or disappear through the Christian and patriotic exertions of the people at large, aided by the new amendments in the School Law on the subject of compulsory education.

III.—TABLE C.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

1. This table has been rendered necessary in consequence of the system of classification of pupils which the new Programme has introduced into the Public Schools. It presents a most striking fact, and shows that the number of pupils which have been put back from the higher classes of the old system to the first and second classes under the new system are 31,164, or 22,751 of the first class, and 8,413 of the second. It also shows how faithful have been the County Inspectors in the discharge of this most unpleasant part of their duties, in carefully examining and classifying, according to their attainments, the pupils in the various Schools.

2. Another gratifying fact is shown by this table in the large number of pupils who are reported as studying the additional subjects required to be taught by the new Public School Act.

3. The table is referred to for further information in regard to the number of pupils in each of the several subjects taught in the Schools— indicating, as noted, a gratifying increase in the numbers engaged in studying the higher branches of the Programme.

IV.—TABLE D.—RELIGIOUS DENOMINATIONS, CERTIFICATES, ANNUAL SALARIES OF TEACHERS.

1. *Number of Teachers, Male and Female.*—In the 4,598 Schools reported, 5,306 teachers have been employed—increase, 141 ; of whom 2,641 are male teachers—decrease, 112 ; and 2,665 are female teachers— increase, 253. It will thus be seen that the number of female teachers is year by year increasing, and that of males decreasing.

2. *Religious Persuasions of Teachers.*—Under this head there is little variation. The teachers are reported to be of the following persuasions:—Church of England, 911—increase, 42 ; Church of Rome, 623—increase, 31 ; Presbyterians, (of different classes) 1,583— decrease, 6 ; Methodists (of different classes), 1,662—increase, 153 ; Baptists, (of different classes), 258—decrease, 16 ; Congregationalists, 66—decrease, 10 ; Lutherans, 15—decrease, 6 ; Quakers, 19—increase, 5 ; Christians and Disciples, 34—decrease, 13 ; reported as Protestants, 44—decrease 73 ; Unitarians, 14—increase 10 ; other persuasions, 37.

N.B.—Of the 623 teachers of the Church of Rome, 374 are employed in the Public Schools and 249 are teachers of R. C. Separate Schools.

3. *Teachers' Certificates.*—Total number of certificated or licensed teachers reported is 5,306—increase, 245; Provincial Certificates, 1st. class, 327—increase, 8; 2nd. class, 517—increase, 168; County Board Certificates of the old Standard, 1st. class, 1,512—decrease, 449; 2nd. class, 1,503—decrease, 599; 3rd. class, 400—increase, 70; New County Board Certificates, 657; Interim Certificates, 390.

4. Number of schools in which the teacher was changed during the year, 900—increase, 233. I cannot but regret this growing tendency on the part of trustees to change their teachers. Such a change cannot, as a general rule, be beneficial to the pupils. It has the effect of rendering the instruction desultory, and without any continuity, and weakens the tie which should exist between pupil and teacher.

5. Number of Schools which have more than one teacher, 328—increase, 6. Under the new law, this increase must be much greater next year.

6. *Annual Salaries of Teachers.*—The highest salary paid to a male teacher in a *County*, \$825—the lowest, \$100 (1); in a *City*, the highest \$1,000—the lowest, \$400; in a *Town*, the highest, \$1,000—the lowest, \$260; in an *Incorporated Village*, the highest \$600—the lowest, \$240. The *average salary of male teachers in Counties* was \$254—of *female teachers*, \$182; in *Cities*, of male teachers, \$629—of female teachers, \$236; in *Towns*, of male teachers, \$483—of female teachers, \$225; in *Incorporated Villages* of male teachers, \$419—of female teachers, \$186. While the increase in the number of Schools reported is 14, and the increase in the number of teachers employed is 141, the increase in the number of pupils is 2,545, there is no increase in the largest salaries paid teachers, except in cities, towns, or villages. Amongst the worst enemies to the efficiency and progress of Public School education, are those trustees and parents whose aim is to get what they mis-call a "*cheap teacher*," and who seek to haggle down the teacher's remuneration to as near starvation point as possible, though, in reality, they are intellectually starving their own children and wasting their time by employing an inferior teacher. Business men find it to their interest to employ good clerks, as one good clerk is worth two poor ones; and in order to obtain and retain good clerks they pay them good salaries. Experience has long shown the soundness of this business rule and practice in the employment of teachers; yet how many trustees and parents, in school matters, abandon a rule on which not only the merchant, but the sensible farmer acts in employing labourers, preferring to give high wages for *good* labourers, than to give lower wages to poor labourers. Good teachers cannot be got for inferior salaries.

V.—TABLE E.—SCHOOL SECTIONS, SCHOOL-HOUSES AND TITLES, SCHOOL VISITS, SCHOOL LECTURES, SCHOOL EXAMINATIONS AND RECITATIONS, PRIZES, TIME OF KEEPING OPEN THE SCHOOLS, PRAYERS, SUNDAY SCHOOLS, &C.

1. The whole number of *School Sections* reported, 4,653—increase 14, chiefly in new Townships. The number of *Schools reported as kept open* is 4,598—increase, 32, these also mostly in new townships.

2. *Free Schools.*—I rejoice to be able to state that after twenty years had elapsed since the question of Free Schools was first left as a subject of discussion and voting at the annual School meetings, the voice of the country, which had been so fully and so repeatedly expressed on it, has at length had an utterance in the Legislature; and that, from the year 1871, the Public Schools of the Province of Ontario have been declared free to all residents between the ages of five and twenty-one years.

3. The number of *School-houses built during the year* in Counties was 202, of which 78 were of brick, 15 of stone, 84 frame, and 25 log. Three School houses in *cities* are reported as having been built during the year; 11 in *towns*, and 6 in *incorporated villages*. Those built, I am happy to state, have been mostly of brick.

4. The whole number of School-houses reported is 4,676, of which 98 are *brick*, 425 *stone*, 1,928 *frame*, 1,425 *log*. I shall refer to this subject in a subsequent part of this report.

5. *Titles to School Sites.*—*Freehold*, 4212—increase, 62; *Leased and rented* 464—*increase*, 22.

6. *School Visits.*—By Inspectors, 10,934—increase, 486; by Clergymen, 7,617—in-

crease, 893 ; by Municipal Councillors and Magistrates, 3,241—decrease, 95 ; by Judges and Members of Parliament, 395—decrease, 122 ; by Trustees, 19,054—increase, 330 ; by other persons, 34,568—decrease, 1,490. Total School visits, 75,809—increase 2. This does not indicate any diminution of zeal and interest in Public School education on the part of those whose duty, and interest, and privilege it is to elevate and strengthen public opinion in this first work of civilization, and by personal presence and counsel to prompt and encourage the most indifferent parents to educate their children.

7. *School Lectures.*—By Inspectors, 2278—decrease 486 ; by other persons, 365—increase, 75. Whole number of School Lectures, 2,643—decrease, 411. The lectures delivered by other than Inspectors are, of course, voluntary ; but the *law requires* that every Inspector shall deliver, during the year, at least one lecture on education in each School Section under his charge ; and the number of School Sections reported, with Schools open in them, is 4,598. There are, therefore, 2,320 School Sections, with schools open, in which the requirement of the law, in regard to delivering an educational lecture, has not been observed. The large reduction in the number of Township Superintendents has, of course, to do with the falling off in the number of lectures delivered. Many of the County Inspectors have informed me that during this, their first year of office, they preferred to give the time to the examination and classification, and, in many cases, to the actual organization of schools. Next year will, no doubt, witness a revival of this most useful and appropriate means of stimulating local zeal in educational matters. It would be singular, indeed, if one lecture a year in each School Section, on some subject of educational requirement or progress, could not be made instructive and popular. It is, however, gratifying to observe that the number of visits to Schools by the Inspectors was equal to the requirements of the law. Their effect has already been most salutary upon the Schools.

8. *Time of Keeping the Schools Open.*—The average time of keeping the Schools open, including the holidays, was *eleven months and six days*, in 1871. This is nearly twice the average time of keeping open the Public Schools in the States of Pennsylvania and Ohio, and about three months more than the average time of keeping them open in the States of New York and Massachusetts—arising chiefly from our making the apportionment of the School Fund to School Sections not according to population, but according to the average attendance and the time of keeping open such Schools—that is according to the number of pupils instructed in the schools.

9. *Public School Examinations.*—The whole number of Public School Examinations was 7,284,—increase, 187 ; though less than two for each School. The *law requires* that there should be in each school a public *quarterly* examination, of which the teacher should give notice to trustees and parents of pupils, and to the School visitors (clergymen, magistrates, &c.) resident in the School Sections. I think the time has now arrived (under the new and improved system inaugurated by the School Law and Regulations of 1871), to make it my duty hereafter to withhold the apportionment of the School Fund from the Schools in which this provision of the law is violated. Good teachers do not shrink from, or are indifferent to, public examinations of their Schools. They seek occasions to exhibit the results of their skill and industry ; but incompetent and indolent teachers shrink from the publicity and labour attendant on public examinations of their Schools. The stimulus to progress caused by such examinations, together with tests of efficiency on the part of teachers, and of progress on the part of pupils, cannot fail to produce beneficial effects on parents, pupils and teachers, as well as on the interests of general and thorough Public School education ; and such examinations will doubtless, under the new and improved programme of studies, command a large attendance of parents, trustees, and friends of the pupils of the School.

10. *The Number of Schools holding Public Recitations* of prose or poetry by the pupils was 2,639—increase, 73. This exercise should be practised in every school, (and I am glad its use is increasing, as it tends to promote habits of accurate learning by heart, improvement in reading and spelling, and is an agreeable and often amusing diversion for all parties concerned. The little episodes of such exercises in the ordinary routine of School duties exert a salutary influence upon the mind of pupils and are happy interludes in the exercises on days of public examinations ; and the more agreeable and attractive such exercises, as well as school examinations, can be made, the more rapid and successful will school progress become.

11. *School Prizes and Merit Cards.*—The number of Schools in which prizes are reported as having been distributed to reward and encourage meritorious pupils, is 1,376—

increase, 31—there has also been an increase in the aggregate amount of prize books applied for and sent out to the Schools. As noted in my former report, I may remark that in every instance, as far as I can learn, where the distribution of prizes has not proved both satisfactory and beneficial, the failure may be traced to the want of intelligence or fairness, or both, in the awarding of them. In some cases it may be ascribed to the same causes which caused the violation of the law in not holding public examinations of Schools—the want of competence and industry in teachers—their not attending to and recording the individual conduct and progress of each pupil, and, therefore, the absence of data essential to an impartial and intelligent judgment as to the merits of pupils. In other cases, there has been a desire to give something to every pupil without reference to either conduct or progress, in order that none may complain, thus defeating the very object of prizes, and rejecting the principle on which the true system of prizes is established, and on which the Divine Government itself is based, namely, *rewarding every one according to his works*. I may also here repeat again what I have already remarked on this subject, that the hackneyed objection as to the distribution of prizes exciting feelings of dissatisfaction, envy and hatred in the minds of those who do not obtain them, is an objection against all competition, and is therefore contrary to every-day practice in all the relations of life. If the distribution of prizes is decided fairly according to merit there can be no *just* ground for dissatisfaction; and facilities are now provided and their employment prescribed, with a view to determine the merit of *punctuality*, of *good conduct*, of *diligence*, of *proficiency* on the part of each pupil during each term of the year—a four-fold motive to exertion and emulation in everything that constitutes a good pupil and a good School. But the indifferent and flagging teacher does not wish such a pressure to be brought to bear upon his every-day teaching and attention to everything essential to an efficient School; or does he desire the *test* of a periodical examination of his pupils by an examining committee to be applied to his teaching and management of the School. The objection that the distribution of prizes to deserving pupils excites the envy and hatred of the undeserving is a convenient pretext to protect and permit incompetence and indifference on the part of the teacher.

But the existence of such alleged dissatisfaction is no reason for refusing rewards to punctuality, to good conduct, to diligence, to proficiency on the part of pupils. There is often great dissatisfaction on the part of unsuccessful candidates and their friends in the results of Municipal and Parliamentary elections, and the distribution of prizes by Agricultural and Horticultural Associations; but this is no argument against the value of free and elective institutions; or does it prevent the people generally from honouring with their suffrages those on whose merits they place most value, even though they may sometimes err in their judgment. Nor do the managers of Agricultural and Horticultural Societies withhold prizes from the most successful cultivators of grains and vegetables, and fruits and flowers, because of dissatisfaction among the envious of the less diligent and less skilful farmers and gardeners.

It is the very order of Providence, and a maxim of Revelation, that the hand of the diligent maketh rich, while idleness tendeth to poverty; that to him that hath (that is, improves what he hath) shall be given, and the neglecter shall be sent empty away. Providence does not reverse its order or administration, because some persons are discontented and envious at the success of the faithful diligence and skill of others: or does Providence appeal alone to the transcendental motives of duty, gratitude, immortality, but presents also the motives of the life that now is, as well as of that which is to come.

I prefer the order of Providence, and the principles on which our civil institutions and all our associations for public and social improvements are conducted, to the dead-level notions of stationary teachers, and the envious murmurings of negligent and unsuccessful pupils and their too partial friends. Were the true principles, non-personal competition, as laid down in our system of merit cards, carried out by teachers, very little objection would ever be heard against the plan of awarding prizes in Schools.

An explanation of this feature of our School System will be its best justification, and evince its great importance. I therefore present it again as follows:—

A comprehensive catalogue of carefully selected and beautiful prize books has been prepared and furnished by the Department to trustees and Municipalities applying for them; and, besides furnishing the books at the reduced price, the Department adds one hundred per

cent. to whatever amounts may be provided by trustees and Municipal Councils to procure these prize books for the encouragement of children in their Schools. A series of merit cards, with appropriate illustrations and mottoes, has been prepared by the Department, and is supplied to trustees and teachers at a very small charge—half the cost—and these merit cards are to be awarded daily, or more generally weekly, to pupils meriting them. One class of cards is for *punctuality*; another for *good conduct*; a third for *diligence*; a fourth for *perfect recitations*. There are generally three or four prizes under each of these heads; and the pupil or pupils who get the largest number of merit cards under each head, will, at the end of the quarter or half-year, be entitled to the prize books awarded. Thus an influence is exerted upon every part of the pupil's conduct, and during every day of his School career. If he cannot learn as fast as another pupil, that he can be as *punctual*, as *diligent* and maintain as *good conduct*, and so acquire distinction and an entertaining and beautiful book, for *punctuality*, *diligence*, *good conduct*, or *perfect recitations* or exercises; must be a just ground of satisfaction, not only to the pupil, but also to his or her parents and friends. There are two peculiarities of this system of merit cards worthy of special notice. The one is, that it does not rest upon the comparative success of single examinations at the end of the term, or half-year or year, but on the daily conduct and diligence of each pupil during the whole period, and irrespective of what may be done or not done by any other pupil. The ill-feeling by rivalry at a single examination is avoided, and each pupil is judged and rewarded according to his merits, as exhibited in his every day school life. The second peculiarity is, that the standard of merit is founded on the *Holy Scriptures*, as the mottoes on each card are all taken from the sacred volume, and the illustrations on each card consist of a portrait of a character illustrative of the principle of the motto, and as worthy of imitation. The prize book system, and especially in connection with that of *merit cards*, has a most salutary influence upon the School discipline, upon both teachers and pupils, besides diffusing a large amount of entertaining and useful reading.

12. *Prayers and Ten Commandments*.—Of the 4598 Schools reported, the daily exercises were opened and closed with prayers in 3,366 of them—increase, 120; and the Ten Commandments were taught in 1,928. The law wisely provides that “no child can be compelled to be present at religious instruction, reading or exercise, against the wish of his parents or guardians, expressed in writing.” The religious instruction, reading and exercises, are, like religion itself, a voluntary matter with trustees, teachers, parents and guardians. The Council of Public Instruction provides facilities, even forms of prayer, and makes recommendations on the subject, but does not assume authority to *enforce* or *compel* compliance with those provisions and recommendations. In some instances the reading and prayers may be according to the forms of the Roman Catholic Church; but, generally, those exercises are Protestant. The fact that in 3,366 Schools, out of 4,598, religious exercises of some kind are voluntarily practised, indicates the prevalent religious principles and feelings of the people; although the absence of such religious exercises in a School does not by any means indicate the absence of religious principles or feelings in the neighbourhood of such School. There are many religious persons who think the day School, like the farm fields, the place of secular work, the religious exercises of the workers being performed, in the one case as in the other, in the household, and not in the field of labour. But as Christian principles and morals are the foundation of all that is most noble in man, and the great fulcrum and lever of public freedom and prosperity in a country, it is gratifying to see general and avowed recognition of them in the Public Schools. It is delightful to think that (although in some few instances, this duty may be unworthily performed, yet) from so many humble shrines of learning the prayer for Divine wisdom and guidance goes up with faith to Him who has promised to give “liberally” to them that ask Him and to upbraid them not.

13. *Text Books*.—In a previous annual report I explained fully the steps which had been taken and the measures adopted, not only to secure a uniform series of text books for the Schools, but a uniform series of excellent Canadian text books, and the complete success of those measures. These text books are now universally used. As, however, it was frequently stated that the text books of Schools were so often changed, I append to this Report a memorandum on the subject showing that no changes have been made, but once or twice (in arithmetic and grammar) in twenty-five years.

14. *Maps, Globes, and other Apparatus*.—The maps and globes, and most of the other apparatus used in the Schools, are now manufactured in Ontario, forming a most interest-

ng branch of Canadian manufacture. Blackboards are used in 4,568 (or nearly all) the Schools—increase 64 ; globes are used in 1,344 Schools—increase, 18 ; maps are used in 3,879 Schools—increase, 94. Total maps used in the Schools, 29,351—increase, 1,202.

15. The number of Sunday Schools of all denominations reported is 3,526 ; of Sunday School pupils in them, 203,222 : of Sunday School teachers, 23,835. The increased prosperity of these voluntary and invaluable adjuncts to our system of public instruction is a matter of congratulation to all parties concerned. The specific teaching of religious truth given in these Schools by common consent is felt to supersede, to a great extent, a necessity of taking advantage of the hour set apart for giving religious instruction in the Public Schools.

VI.—TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of Roman Catholic Separate Schools is 160—decrease during the year, 3

2. *Receipts*.—The amount apportioned and paid by the Chief Superintendent from the Legislative Grant to Separate Schools, according to average attendance of pupils, as compared with that at the Public Schools in the same Municipalities, was \$9,081—increase, \$174. The amount apportioned and paid for the purchase of maps, prize books and libraries, upon the usual condition of an equal sum being provided from local sources, was \$574—decrease, 108. The amount of School rates from the supporters of Separate Schools, was \$34,815—increase, \$2,962. The amount *subscribed* by supporters of Separate Schools, and from other sources, was \$25,347—increase, \$8,282. Total amount received from all sources was \$69,818—increase, \$11,317.

3. *Expenditures*.—For payment of teachers, \$42,393 increase, \$654 ; for maps, prize books and libraries, \$1,256—decrease, 510 ; for other School purposes, \$26,168—increase, \$11,173.

4. *Pupils*.—The number of pupils reported as attending the Separate Schools, was 21,206—increase, 548. Average attendance, 10,371—increase, 336.

5. The whole number of teachers employed in the Separate Schools, was 249— increase, 13 ; male teachers, 84—decrease, 12 ; female teachers, 155—increase, 15. Teachers of religious orders, male, 26—increase, 1 ; female, 44—decrease, 14.

6. The same table shows the branches taught in the Separate Schools, and the number of pupils in each branch ; also the number of Schools using maps, apparatus and black-boards.

General Remarks.—1. It is proper for me again to repeat the remark, that the Public Schools of Ontario are non-denominational. Equal protection is secured to and enjoyed by every religious persuasion. No child is compelled to receive religious instruction, or attend any religious exercise or reading, against the wishes of his parents or guardians, expressed in writing. I have known of no instance of proselytism in the Public Schools nor have I received, during the year, a single complaint of interference with religious rights so fully secured by law.

2. According to the returns of the religious denominations of teachers, as given in Table D and noted above, the number of Roman Catholic teachers of the Public Schools is 623, of whom 249 only are teachers in Separate Schools. There were, therefore, 374 (increase during the year, 18) Roman Catholic Teachers employed in the non-denominational Public Schools—an illustrative proof of the absence of exclusiveness in the local as well as executive administration of the School System. I may also observe, that according to the Inspectors' Returns, for 1871, there were 489,615 children in Ontario between the ages of 5 and 16. Of these, according to the proportion of Roman Catholic population, at least, 75,000 must be assumed to be the children of Roman Catholic parents. Of these 75,000 Roman Catholic children, only 21,200 (not one-third of the R. C. School population) attend the Separate Schools ; the other two-thirds (allowing even 10,000 as not attending any School) attend the Public Schools, in which no less than 374 Roman Catholic teachers are employed ; and yet not a complaint has been made of even attempt at proselytism, or interference with religious rights guaranteed by law.

3. It is gratifying to be able to state that several of these Separate Schools are admirably managed, and are doing good service in their localities. The law has been fairly and equitably administered to them, and I hear of no complaint from them.

VII.—TABLE G.—HIGH SCHOOLS, RECEIPTS AND EXPENDITURES, PUPILS FEES.

Receipts.—The balances reported from the preceding year (that is, of moneys not paid out by the 31st of December, 1870), was \$8,041—decrease, \$3,549. The amount received by the High School Boards from Legislative Grant for the salaries of teachers, was \$65,536—increase, \$10,841. The amount of Legislative Grant apportioned for *maps, prize books, etc.*, was \$1,268—decrease, \$80. The amount of *Municipal Grants* in support of High Schools, was \$50,674—increase, \$7,076. The amount received for *pupils' fees*, was \$18,985—decrease, \$390. Balances of the preceding year and other sources, \$19,074—increase, \$4,074. Total receipts, \$163,579—increase, \$17,972.

Expenditures.—For salaries of masters and teachers, \$113,861—increase, \$8,708: for building, rents and repairs, \$24,164—increase, \$3,774; for fuel, books, and contingencies, \$12,427—increase, \$3,779; for maps, prize books, apparatus, and libraries, \$2,426—decrease, \$948. Total expenditure for the year 1871, \$152,880—increase, \$15,314. Balances of moneys not paid out at the end of the year, \$10,699—increase, \$2,658.

Number of Pupils, 7,490—increase, 39.

Number of Schools, 102.

VIII.—TABLE H.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES,—AND MISCELLANEOUS INFORMATION.

Table H. shows both the subjects taught and the number of pupils in such subjects in each of the High Schools, the names, university degree (or certificate) of the Head Masters, and the number of masters employed in each School, &c.

No. of Pupils—In *English Grammar and Literature*, 7,392; in *Composition*, 6,277; in *Reading, Dictation and Elocution*, 7,467; in *Penmanship*, 6,957; in *Linear Drawing*, 2,092; in *Book-keeping*, 2,184; in *Arithmetic*, 7,499; in *Algebra*, 4,325; in *Geometry*, 2,677; in *Christian Morals*, 2,108; in *Logic*, 39; in *Trigonometry*, 213; in *Mensuration*, 1,695; in *History*, 6,656; in *Geography*, 7,306; in *Natural Philosophy*, 2,029; in *Chemistry*, 1,522; in *Natural History*, 1,516; in *Physiology*, 1,142; in *Elements of Civil Government*, 216; in *French*, 2,585; in *German*, 232; in *Latin*, 5,059; in *Greek*, 1,007; in *Gymnastics and Drill*, 372.

Of the School-houses, 49 were of brick, 21 stone and 28 frame; 15 were rented or leased, the remainder freehold. Galt has the finest play ground of any of the High Schools: it consists of 7 acres. The other play grounds vary in size, the smallest being only $\frac{1}{4}$ of an acre—or one-half of the minimum size required of the smallest Public School. The estimated value of each School-house and site varies from \$30,000 (Peterboro') down to \$300! (Kemptville).

60 High Schools were under Union High and Public School Boards; Kingston is the oldest High School in Ontario, dating from 1791; Cornwall, 1806; Brockville, 1818; Niagara and Williamstown, from 1828; St. Catharines, 1829. 1,628 maps were used in the 102 High Schools; 56 schools used the Bible; in 87 there were daily prayers; 78 pupils matriculated at some University during 1871; 567 pupils entered mercantile life; 388 adopted agriculture as a pursuit; 222 joined the learned professions; 532 went to other occupations. The number of masters engaged was only 174—the great majority of the Schools being content with the services of but one master. This great defect the Department will endeavour to have remedied without delay. Up to the date of this Report, most of the High Schools, which had but one master in 1871, have employed a second one, so that by the close of the year, nearly every High School will be in a position to do more justice than formerly to the pupils who attend them.

High School Boards cannot now reasonably complain of want of means to carry out this much needed reform (of employing a second master). They not only receive from the Legislative Grant, *nearly twenty times as much per pupil* as is paid from the same source to the Public School trustees for each pupil in their Schools, but they can now call upon the Municipal Councils of their district for the entire balance required to support their School efficiently. I shall revert to the subject of High Schools in a subsequent part of this report. In the meantime I would refer to the admirable report to me of the able Inspectors, Messrs. Mackenzie and McLellan, in Appendix A.

In regard to the establishment of new High Schools the Department has not encouraged their multiplication, unless it could be shown that their existence in the locality desiring them was a necessity, and that their proper standing and character could be maintained. With this view, the following conditions were laid down by the Department for establishing both High Schools and Collegiate Institutes :—

“The new School Law provides for the establishment and maintainance of three classes of superior English or classical Schools, viz. :—

“I. HIGH SCHOOLS for teaching classical and English subjects—in which boys and girls may be instructed together or separately.

“II. HIGH SCHOOLS in which boys and girls may be instructed in English subjects alone.

“III. COLLEGIATE INSTITUTES, for giving instruction in classical and English subjects, in which there shall be an average daily attendance of at least sixty boys in Greek and Latin.

“CONDITIONS FOR ESTABLISHING HIGH SCHOOLS.

“Parties wishing to have a High School of either class in their locality, authorized by His Excellency the Lieutenant-Governor in Council, are requested to furnish the Education Department with the following information :—

“1. The distance of the proposed High School from the nearest adjoining High Schools.

“2. The population of the town or village municipality in which it is proposed to place the High School.

“3. The boundaries of the proposed new High School District as fixed by the County Council (with copy of proceedings of Council in the case).

“4. The amount of taxable property in such High School district.

“5. The description of the proposed High School building, as regards—

“(a) Its situation ; the extent of its site ; size of playground ; and extent of outward conveniences, &c.

“(b) Size, site and description of the proposed building ; number of class-rooms devoted to teaching ; room for teacher ; hat, cloak, map and book presses, &c.

“6. Written guarantee must be given to the Department by responsible parties, (1) that a suitable building distinct from the Public School-house, (or if in the Public School building, on a separate flat, or in a separate wing,) will be provided : (2) that at least two competent teachers shall be employed in the proposed High School.

“CONDITIONS FOR ESTABLISHING COLLEGIATE INSTITUTES.

“Trustees of High Schools who desire to have the title of COLLEGIATE INSTITUTE conferred upon their School by the Lieutenant-Governor, are requested to furnish the Education Department with the following information.

“1. The name and designation of each master employed in the School, and the number of his teaching hours per day.

“2. The name and designation of each assistant teacher (if any), and the number of his teaching hours per day.

“3. The aggregate attendance of boys studying Latin or Greek during the whole of the previous civil year, and during the two terms of the School preceding the application.

“4. The daily average attendance of boys in Latin and Greek during the periods named.

“5. The income from all local sources during the preceding civil year.

“6. The description of the proposed Collegiate Institute building, as regards—

“(a) Its situation and extent of its site ; description and size of the building ; and its state of repair.

“(b) The number of rooms devoted to teaching purposes in it ; and their sizes.

“(c) Description of apparatus for illustrating natural philosophy and chemistry ; number and description of maps ; number of volumes in library (if any).

“(d) Size of play ground and extent of outside conveniences, &c.

“7. A written guarantee must be given by the trustees that the requirements of

the Act and Regulations in regard to Collegiate Institute will be fully complied with."

A. These Regulations have been found to work admirably, and up to the date of this Report the following High Schools and Collegiate Institutes were, on the recommendation of the Department, authorized by the Lieutenant Governor in Council, and notice thereof given as follows :

COLLEGIATE INSTITUTES AND HIGH SCHOOLS AUTHORIZED BY THE GOVERNOR.

His Excellency the Lieut.-Governor has been pleased to confer upon the undermentioned High Schools the name and privileges of Collegiate Institutes, in accordance with the provisions of the School Law of Ontario, viz :

1. GALT High School, 12 masters, and an average attendance of 120 boys, in classics.
1. HAMILTON High School, 4 Masters and an average attendance of 74 boys, in classics.
3. PETERBORO' High School; 4 Masters, and an average attendance of 73 boys in classics.
4. COBOURG High School; 4 Masters and an average attendance of 65 boys, in classics.
5. KINGSTON High School; 4 Masters, and an average attendance of 63 boys, in classics.
6. ST CATHARINES High School; 4 Masters, and an average attendance of 62 boys, in classics.
7. OTTAWA High School: 4 Masters and an average attendance of 63 boys, in classics.

His Excellency has been pleased to authorize the establishment of the following new High Schools,—suitable accommodation and the employment of two Masters having been guaranteed, viz :

1. Parkhill, in the County of Middlesex.
2. Campbellford, in the County of Northumberland.
3. Mitchell, in the County of Perth.
4. Walkerton in the County of Bruce.
5. Sydenham, in the County of Frontenac.

IX.—TABLE I.—METEOROLOGICAL OBSERVATIONS.

Of late years the practical value of the science of Meteorology, as I intimated last year, has been recognized by all civilized governments, and systems of simultaneous observations have been widely established, the results of which must tend to elucidate the laws which control atmospheric phenomena. The recent establishment of the storm signal office at Washington, and the extension of the system to this Dominion, will, no doubt, exhibit fresh evidence of the practical value of Meteorological observations. The daily weather reports and the "probabilities" founded on the observations, have been most valuable, instructive and interesting. The system of "drum signals" established on the English coast by the late Admiral Fitzroy, though not appreciated at first, has become a necessity, and, under the good providence of God, has been the means of averting great destruction of life and property. The Admiral, when head of the Meteorological Office in England, thus referred to the importance of returns of temperature, and the especial need of observations in British America :—"Tables of the mean temperature of the air in the year, and in the different months and seasons of the year, at above one thousand stations on the globe, have recently been computed by Professor Dové, and published under the auspices of the Royal Academy of Sciences at Berlin. This work which is a true model of the method in which a great body of Meteorological facts, collected by different observers and at different times, should be brought together and co-ordinated, has conduced, as is well known, to conclusions of very considerable importance in their bearing on climatology, and on the general laws of the distribution of heat on the surface of the globe. In regard to *land stations*, Professor Dové's tables have shown that "data are still pressingly required from the British North American Possessions intermediate between the stations of the Arctic expeditions and those of the United States; and that the

deficiency extends across the whole North American continent, in those latitudes from the Atlantic to the Pacific." A recent return published (in 1872) under the authority of the Parliament of Canada evinces the gradual progress being made in the establishment of a complete Meteorological system for the Dominion, which cannot fail to be of great service to the cause of science and to the great agricultural as well as the maritime interests of the country.

The High School system of Ontario secures the continuous residence of a class of men, at different points, who are well qualified by education to perform the work of observation, and the law authorizes the establishment and maintenance of a limited number of stations, selected by the Council of Public Instruction, with the approval of His Excellency, the Lieutenant Governor, at which daily observations are taken of barometric pressure, temperature of the air, tension of vapour, humidity of the air, direction and velocity of the wind, amount of cloudiness, rain, snow, auroras, and other meteoric phenomena. The observations are taken at 7 a. m., 1 p. m., and 9 p. m. The instruments used have been subjected to the proper tests. Full abstracts of the daily records are sent to the Education office monthly, in addition to a weekly report of certain observations, which is prepared for publication in any local newspaper the observer may select. Abstracts of the results for each month are regularly published in the *Journal of Education*, and the observers' reports, after strict examination, are arranged and preserved for further investigations.

In my report of 1867, the results of most of the observations were presented in the form of synchronous curves, but as the expense proved an objection, a synopsis is now given in figures. For the same reason the important notes of the observers are omitted.

I have pleasure in adding that the observers are, upon the whole, discharging their duties with fidelity, and that through their exertions the materials for investigating the climatology of the province are rapidly accumulating.

X.—TABLE K—NORMAL AND MODEL SCHOOLS.

The County examinations held throughout the Province, in 1871 and 1872, have demonstrated the great value and usefulness of the Normal School. Every one of its students who was examined has acquitted himself well, and of the seven who obtained first class certificates in July 1872, five were Normal School students. The great practical value of the instruction given to the students of that institution by the Rev. Dr. Davies, the new Principal, Dr. Carlyle and Mr. Kirkland fully sustain the high reputation which the Institution has acquired throughout the country. The whole system has been of late years brought to a degree of thoroughness and practical efficiency, even in its minutest details, that I have not witnessed in any other establishment of the kind. The standard of admission to the Normal School has been raised much above that of former years, and therefore the entrance examination (which is always in writing) has been made increasingly severe. 138 of those admitted have been teachers. The establishment of the third mastership, with a view to give greater prominence to the subject of Natural Science, has had a most beneficial and salutary effect upon the introduction and teaching of those subjects in our Public Schools, as required by the new School Act. The newly enlarged buildings for the Model Schools will add greatly to the practical character and efficiency of these Schools of practice in the Normal School course.

Last year I felt so impressed with the importance of increased facilities for Normal School training, that I suggested to the late Attorney-General Macdonald the advisability of establishing two additional Normal Schools—one in the eastern and one in the western part of the Province, and the subject was referred to in your Excellency's speech at the opening of the Session in December last. I am glad that the subject has not been lost sight of, but that my suggestions will likely be carried out this year, and possibly three additional Normal Schools established. To this matter, as well as that of Teachers' Institutes, I shall refer in a subsequent part of this Report.

Table K contains three abstracts, the first of which gives the gross number of applications, the number that had been teachers before entering the Normal School, attendance of teachers in training, certificates, and other particulars respecting them during the twenty-two years' existence of the Normal School; the second abstract gives the counties

whence the students have come ; and the third gives the religious persuasions of these students.

Table K shows that of the 6,418 admitted to the Normal School (out of 7,104 applications) 3,130 of them had been teachers ; and of those admitted, 3,280 were males, and 3,138 were females. Of the 3,280 male candidates admitted, 2,179 of them had been teachers ; of the 3,138 female candidates admitted, 951 of them had been teachers. The number admitted the first session of 1871 was 166, the second session, 183,—total, 319. Of the whole number admitted, 151 were males, and 198 females. Of the male students admitted, 91 had been teachers ; of the female students admitted, 47 had been teachers.

XI.—TABLE L.—OTHER EDUCATIONAL INSTITUTIONS.

The Public and High Schools are only a part of our educational agencies, the Private Schools, Academies and Colleges must therefore be referred to in order to form an approximate idea of the state and progress of education throughout the Province Table L. contains an abstract of the information collected respecting these institutions. As the information is obtained and given voluntarily, it can only be regarded as an approximation to accuracy, and, of course, very much below the real facts. According to the information obtained, there are 16 Colleges (several of them possessing University powers), with 1,930 students ; 285 Academies and Private Schools—*increase 1*—with 6,511 pupils—*decrease 51* ; which were kept open 11 months, and employed 392 teachers—*increase, 19*. Total students and pupils, 8,441—*decrease, 51*.

XII.—TABLE M.—FREE PUBLIC LIBRARIES.

1. This Table contains three statements : *first*, the names of the Municipalities which have been supplied with libraries (or additions) during the year, and the value and number of volumes sent out to each ; *second*, the Counties to which libraries have been supplied during the past and former years, and the value and number of volumes in them, and also of other public libraries ; *third*, the number and subjects of volumes which have been furnished, as libraries and prize books, to the several Counties each year since the commencement, in 1853, of this branch of the School system.

2. (*Statement No. 1.*) The amount expended in library books during 1871 is \$3,300, of which one-half has been provided from local sources. The number of volumes supplied is 4,825.

3. (*Statement No. 2.*) The value of Public Free Libraries furnished to the end of 1871 was \$138,825—*increase, \$3,300*. The number of Libraries, exclusive of subdivisions, 1,175—*increase 29*. The number of volumes in these libraries was 243,887—*increase, 4,825*.

Sunday School Libraries reported, 2,845—*increase, 412*. The number of volumes in these libraries was 375,128—*increase, 29,273*.

Other Public Libraries reported, 389. The number of volumes in these libraries was 174,471—*increase, 30*.

The total number of Public Libraries in Ontario is 4,409—*increase, 441*. The total of the number of volumes in these libraries is 793,486—*increase during the year, 34,128* volumes.

4. (*Statement No. 3.*) This important statement contains the number and classification of public libraries and prize books which have been sent out from the Depository of the Department from 1853 to 1871 inclusive. The total number of volumes for Public Free Libraries sent out, 247,497. The classification of these books is as follows :—*History*, 43,023 ; *Zoology and Physiology*, 15,427 ; *Bolony*, 2,823 ; *Phenomena*, 6,154 ; *Physical Science*, 4,813 ; *Geology*, 2,112 ; *Natural Philosophy and Manufactures*, 13,297 ; *Chemistry*, 1,558 ; *Agricultural Chemistry*, 795 ; *Practical Agriculture*, 9,741 ; *Literature*, 23,638 ; *Voyages*, 21,570 ; *Biography*, 28,501 ; *Tales and Sketches*, *Practical Life*, 69,744 ; *Fiction*, 1,312 ; *Teachers' Library*, 2,989. Total number of Prize Books sent out, 563,869. Grand Total of library and prize books (including, but not included in the above, 16,867 volumes sent to Mechanics' Institutes and Sunday Schools, paid for wholly from local sources), 827,617.

5. In regard to the Free Public Libraries, it may be proper to repeat the explanation that these libraries are managed by Local Municipal Councils and School Trustees (chiefly by the latter), under regulations prepared according to law by the Council of Public Instruction. The books are procured by the Education Department, from publishers both in Europe and America, at as low prices for cash as possible; and a carefully-prepared classified catalogue of about 4,000 works (which have been approved by the Council of Public Instruction) is printed, and sent to the Trustees of each School Section, and the Council of each Municipality. From this select and comprehensive catalogue the local municipal and school authorities desirous of establishing and increasing a library select such works as they think proper, or request the Department to do so for them, and receive from the Department not only the books at prices about from twenty-five to thirty per cent. cheaper than the ordinary retail prices, but an apportionment in books of 100 per cent. upon the amount which they provide for the purchase of such books. None of these works are disposed of to any private parties, except Teachers and School Inspectors, for their professional use; and the rule is not to keep a large supply of any one work on hand, so as to prevent the accumulation of stock, and to add to the catalogue yearly new and useful books which are constantly issuing from the European and American Press. There is also kept in the Department a record of every public library, and of the books which have been furnished for it, so that additions can be made to such libraries without liability to send second copies of the same books.

XIII.—TABLE N.—SUMMARY OF THE MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED TO THE COUNTIES, CITIES, TOWNS AND VILLAGES DURING THE YEAR.

1. The amount expended in supplying maps, apparatus, and prize books for the Schools, was \$30,076—increase, \$1,265. The one-half of this sum was provided voluntarily from local sources; in all cases the books or articles are applied for and fifty per cent. of the value paid for by the parties concerned before being sent. The number of Maps of the World sent out was 184; of Europe, 276; of Asia, 239; of Africa, 207; of America, 232; of British North America and Canada, 323; of Great Britain and Ireland, 181; of Single Hemispheres, 216; of Scriptural and Classical, 144; of other charts and maps, 447; of globes, 123; of sets of apparatus, 43; of other pieces of school apparatus, 466; of Historical and other Lessons, in sheets, 13,055. Number of volumes of *prize books*, 60,420.

2. It may be proper to repeat that the map, apparatus, and prize book branch of the School System was not established till 1855. From that time to the end of 1871 the amount expended for maps, apparatus, and prize books (not including Public Libraries), was \$323,119, one-half of which has been provided from local sources, from which all applications have been made. The number of Maps of the *World* furnished is 2,635; of *Europe*, 4,098; of *Asia*, 3,325; of *Africa*, 3,058; of *America*, 3,463; of *British North America and Canada*, 3,916; of *Great Britain and Ireland*, 3,869; of *Single Hemispheres*, 2,764; of *Classical and Scriptural Maps*, 2,772; *other maps and charts*, 5,891; *globes*, 2,065; *sets of apparatus*, 444; single articles of school apparatus, 15,081; *Historical and other Lessons in sheets*, 167,267; *volumes of Prize Books*, 563,869.

3. I also repeat the following explanation of this branch of the Department:—

The maps, globes, and various articles of School apparatus sent out by the Department, apportioning one hundred per cent. upon whatever sum or sums are provided from local sources, are nearly all manufactured in Ontario, and at lower prices than imported articles of the same kind have been heretofore obtained. The globes and maps manufactured (even the material) in Ontario contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are tellurians, mechanical powers, numeral frames, geometrical powers, &c., &c. All this has been done by employing competitive private skill and enterprise. The Department has furnished the manufacturers with copies and models, purchasing certain quantities of the articles when manufactured, at stipulated prices, then permitting and encouraging them to manufacture and dispose of these articles themselves to any private parties desiring them, as the Department supplies them only to Municipal and School authorities. In this way new domestic manufactures are introduced, and mechanical and artistic skill and enterprise are encouraged, and many aids to School and domestic instruction, heretofore unknown amongst us, or only attainable in particular

cases with difficulty, and at great expense, are now easily and cheaply accessible to private families, as well as to Municipal and School authorities all over the country. It is also worthy of remark, that this important branch of the Education Department is self-supporting. All the expenses of it are reckoned in the cost of the articles and books procured, so that it does not cost either the public revenue or School fund a penny beyond what is apportioned to the Municipalities and School Sections providing a like sum or sums for the purchase of books, maps, globes, and various articles of School apparatus. I know of no other instance, in either the United States or in Europe, of a branch of a Public Department of this kind conferring so great a benefit upon the public, and without adding to public expense.

The following Tables will also be found of much interest in connection with this part of our School System.

TABLE SHEWING THE VALUE OF ARTICLES SENT OUT FROM THE EDUCATION DEPOSITORY DURING THE YEARS 1851 TO 1871, INCLUSIVE.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	Dollars.	Dollars.	Dollars.	Dollars.
1851			1,414	1,414
1852			2,981	2,981
1853			4,233	4,233
1854	51,376		5,514	56,890
1855	9,947	4,655	4,389	18,991
1856	7,205	9,320	5,726	22,251
1857	16,200	18,118	6,452	40,770
1858	3,982	11,810	6,972	22,764
1859	5,805	11,905	6,679	24,389
1860	5,289	16,832	5,416	27,537
1861	4,084	16,251	4,894	25,229
1862	3,273	16,194	4,844	24,311
1863	4,022	15,887	3,461	23,370
1864	1,931	17,260	4,454	23,645
1865	2,400	20,224	3,818	26,442
1866	4,375	27,114	4,172	35,661
1867	3,404	28,270	7,419	39,093
1868	4,420	25,923	4,793	35,136
1869	4,655	24,475	5,678	34,808
1870	3,396	28,810	6,175	38,381
1871	3,300	30,076	8,138	41,514

BOOKS IMPORTS INTO ONTARIO AND QUEBEC.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, showing the gross value of books (not maps or School apparatus) imported into Ontario and Quebec.

YEAR.	Value of Books entered at Ports in the Province of Quebec.	Value of Books entered at Ports in the Province of Ontario.	Total value of Books for the Education imported into the two Department of Ontario and Quebec.	Proportion imported into the two Department of Ontario and Quebec.
1850	\$101,880	\$141,700	\$243,580	\$ 84
1851	120,700	171,732	292,432	3,296
1852	141,176	159,268	300,444	1,288
1853	158,700	254,280	412,980	22,764
1854	171,452	307,808	479,260	44,060
1855	194,356	338,792	533,148	25,624
1856	208,636	427,992	636,628	10,208
1857	224,400	309,172	533,572	16,028
1858	171,255	191,942	363,197	10,692
1859	139,057	184,304	323,361	5,308
1860	155,604	252,504	408,108	8,846
1861	185,612	344,621	530,233	7,752
1862	183,987	249,234	433,221	7,800
1863	184,652	276,673	461,325	4,065
1 of 1864	93,308	127,233	220,541	4,668
1864-5	189,386	200,304	389,690	9,522
1865-6	222,559	247,749	470,308	14,749
1866-7	233,837	273,615	507,452	20,743
1867-8	*224,582	*254,048	478,630	12,374
1868-9	278,914	373,758	652,672	11,874
1869-1870	220,371	351,171	571,542	13,019
1870-1871	146,435	411,518	557,953	13,078

EXPLANATORY REMARKS ON THE WORKING OF THE DEPOSITORY.

As certain parties have objected to the Depositories for the supply of High and Public Schools with maps, charts, apparatus, prize and library books, as an interference with private trade, I reply that just as well might they object to the interference of Government in many other matters which come directly in contact with the interests of private trade and manufacture, as I shall further illustrate. In doing so I shall briefly refer to the objects for which our Department of Education exists, and explain the principles on which the Depository has been established.

THE GENERAL QUESTION PRACTICALLY DISCUSSED.

In every country the interests of education, at least in its elementary organization, is committed to the care and oversight of some department of Government. Experience proves the necessity of doing so. But, it may be asked: "What is expected of such a department in its administration of the system?" "Is it the merely perfunctory duty of keeping a certain statutory machinery in motion, receiving formal reports, and making the same in return, which is expected? Or is it the dealing with the great interest of popular education as if it were the nation's life blood, every pulsation of which indicated a healthy, vigorous growth of intellectual and moral life, or the torpidity of bare existence, maintained at large cost, but producing little fruit and no satisfactory returns? The prevention of this latter, and the promotion of the former are, we think, the true objects for which popular education is especially entrusted to the care and oversight of a responsible public department. If it be so, the question then is, "How can this be best accomplished, and in what light should the Schools be regarded and treated, so as to bring about the best possible results;" whether as the joint property of the State and people, their interests should be paramount to private interests, or should they be treated merely as institutions which should be made to subserve the interests of the trades and professions, whether it be of book-sellers or of private schools, or institutions for the training of School-masters.

* Estimate.

EXAMPLE OF ALLEGED INTERFERENCE ACQUIESCED IN PRO BONO PUBLICO.

Normal Schools were at first derided as an interference with proprietary rights in special Schools, select academies, local "Colleges," and other institutions made available for preparing teachers. At length, after various discussions, now and then revived, this point was conceded, and Normal Schools are now regarded, on this Continent at least, as the exclusive property of the State, and not of private individuals or corporations. Thus, the right of the State to prepare and fit the primary agents of education for their important work, was admitted by all except by interested parties. Then arose the other question, as to who should not only provide those trained agents, but, (regarding each School as one of a number claiming equal privileges and facilities for promoting instruction), should also supply them with the requisites for imparting that instruction. The right to prepare the agents themselves was conceded, but the right to procure and place in their hands such tools, or means and instruments of performing their work, as were considered most desirable and suitable, was resisted, ostensibly on public, but in reality on private grounds.

A FEW PERTINENT QUESTIONS DISCUSSED AND ANSWERED.

Again, it was said (speaking on behalf of those interested), "you have, at length, successfully interfered with the private interests of the higher teachers' profession, and taken the work of instructing and training teachers out of private hands, and now you wish to interfere with the business and private interests of the book-seller and map maker, for the benefit of the Public Schools." Is this so, however, we ask as a matter of fact: Is not every book furnished to the Public Schools, and every map constructed for them, purchased from some book-seller and geographical publisher? "Certainly; (it is replied); we know that your Schools are supplied from some book-seller and publisher, but you do not purchase from us,—we make no profits out of your transactions,—and, therefore, your interference with our private gain in the promotion of purely public interests, is unwarrantable, and should not be sanctioned by the Legislature. You have no right, as against private interest, to regard the interests of Public Schools, in the aggregate, or as a unit; nor have you a right to establish one Grand Central Depot, out of which (at equal cost, and with equal freeness and facility), to supply the near as well as the distant Public Schools, in the new and poor townships, which should have the same facility to obtain its supply of approved library books, maps and other appliances at a reduced cost, as the most prosperous Schools in the older townships. You authorize and recommend a Book and Stationery Depository as a central source of supply for Schools by Boards of Trustees in individual cities and towns, and we approve of it, as it subserves our local interest, but we decidedly object to a Book and Map Depository on a Provincial footing, because we cannot use it in the same way with equal advantage. The Board of Trustees in every city and town can lawfully purchase by wholesale, and keep a depot for the supply of all its Schools with books, &c., and is authorized by the School Act of 1871, to collect a monthly fee to support such a local depository, and the plan is commendable on the principles of prudence, economy, and proper oversight, but to allow you to do the same thing under legislative sanction, for the Schools of the whole Province is an interference with 'trade.' Nay more, the Departments in England, Canada, and even Ontario, establish and maintain, by a Parliamentary vote, a stationery office for the exclusive supply of the various branches of Government, with paper, and all kinds of stationery without purchasing from local dealers; but we cannot allow you to apply the same central, economic principle, to the supply of the various departments of Schools under your control."

EXAMPLES OF GOVERNMENT INTERFERENCE WITH PRIVATE TRADE.

And yet, with these patent violations of trade monopoly palpable to every observer, the Education Department of Ontario has been singled out for attack; while the further facts are ignored, that every Government in Europe has its depot for making and supplying army clothing, its dockyards for making ships, its exclusive printing office under contract for all its departments; its own architects and engineers for all its publi

buildings ; its absorption in England, Canada and elsewhere, of the exclusive right of carrying private letters ;—that a gigantic monopoly in England of the whole telegraph system of Britain has been lately established, and that in Canada and the Eastern Provinces railways have been constructed, aided, and even run, for public traffic ; and that in Ireland, if not in England, they are even now considering the expediency of taking out of private hands, the vast net-work of Railways in those Kingdoms.

These facts, and their suggestive teachings, are ignored, by certain interested parties, where the facts stated are little known, or thought of, because their discussion would be inconvenient, and their application would be fatal to the plans of those opposed to our depository.

Of course, if the Depository were broken up, one of two things must be done, either to transfer its operations to individual booksellers, for their benefit, or introduce an irresponsible system of book supply, to which we shall refer, and which is more fully discussed in the following paragraphs :*

PRACTICE AND OPINIONS OF AMERICAN EDUCATIONISTS IN REGARD TO A DEPOSITORY.

The Commissioner of Public Schools in the State of Rhode Island, in discussing the whole question of School libraries, thus remarks :

"The plan of providing such district School libraries, adopted by the Parliament of Canada West, is undoubtedly the wisest that has yet been acted upon. It is in short this :—The Parliament by vote appropriated a specific sum to purchase a suitable number of books, charts and articles of apparatus for schools and school libraries. This sum was expended under the direction of the Superintendent of Public Education, and a large Depository of excellent and select books for the reading of youth and older persons was made at the Office of Education. Whenever any school district or municipality wishes to form a library, it may send to the office of the General Superintendent a sum not less than five dollars, and the Superintendent adds one hundred per cent. to the sum, and returns, at cost price, such books to the district as may, by a committee or otherwise, have been selected from the printed catalogue of the Depository. Thus the books that go into libraries are books that have been well examined, and contain nothing that is frivolous, or that could poison the morals of those who read them ; the libraries purchase them at the wholesale price, and, of course, can obtain a much larger amount of reading matter for their money than as though they had each made the purchase direct from the booksellers for themselves, and at the same time they are stimulated to do something for themselves, as well as to ask that something may be done for them. It is believed that some such plan might be carried into effect in our own State greatly to the profit of the whole community."

In regard to the State of New York, the Chief Superintendent (Dr. Rycerson) in his *Special Report* to the Legislature in 1858, says :—

"The unsatisfactory working and declining state of the Public School library system in the State of New York, as detailed in a preceding page, is a sufficient illustration

* FOUR REASONS WHY "THE TRADE" IS INCOMPETENT TO TAKE THE PLACE OF THE DEPOSITORY IN SUPPLYING OUR SCHOOLS.

To the statement that private booksellers can supply the library wants of the schools, as well, or nearly as well, as the Education Department, our reply is four-fold :

1st. That a Department specially charged with the care and oversight of the schools, being a disinterested party, must be much better qualified to minister to their wants in these respects than interested parties, who, as a rule, have no other object in view than commercial gain.

2nd. That the experience of educationists on this subject in the United States is, that booksellers, through their agents and travellers throughout the rural parts, have, with some good books, disposed of immense quantities of pernicious and worthless books. See the illustrations on this subject quoted on pages

3rd. That, if the right of supply is thrown open to booksellers indiscriminately, the bad as well as the good will take advantage of the facilities thus offered for flooding the country with their own publications without check or restraint. To restrict the right of supply to one or more publishers would be to perpetuate the so-called "monopoly" in its most oppressive and offensive form. If a change be made at all, it must be in the direction of throwing open the right of supply, and giving all vendors alike full permission to circulate such books as they please—bad and good—or, what would be preferable, *withdraw the grant altogether.*

4th. No private publishing house, even in the cities, could, without having the "monopoly," of supply secured to it, be able to keep more than one-half of the variety of books, maps, charts and apparatus which would be necessary for circulation in our 5,000 schools. Nor could it supply them at anything like the low price at which they are now furnished to the trustees.

of the fruits of what is demanded by the bookselling assailants of our public library system, in a country where the private book trade is much more extended in its supplies and operations than in Upper Canada.

"Whether, therefore, our system of providing public libraries, as well as maps, globes, and other school apparatus, be considered in regard to the higher or lower grounds above stated, the conclusion is that which was expressed by the President of the American Association for the Advancement of Education, at a late anniversary of that noble society, as quoted by the Earl of Elgin in a speech at Glasgow, after his return from Canada. The report says: 'The President made some remarks on the difficulty in the United States of procuring proper libraries for schools, keeping out bad books and procuring good ones at reasonable rates, and he strongly recommended the system adopted by the Education Department at Toronto, Canada West.'"

Examples of the practice in other States, and in Nova Scotia, Australia, &c. (which are in the main similar to that in our own Province), will be found on pages 40 and 43 of the *Special Report* just quoted, and pages 100 and 101 of the *Journal of Education* for June, 1867.

CAUTIONS AND WARNINGS OF AMERICAN EDUCATIONISTS.

We have already cited the opinion of two prominent American authorities in favour of the Depository system adopted in this Province. In the *Journal of Education* for June, 1867, will be found regulations similar in effect to those in this Province, which have been adopted in Michigan, Maryland, Nova Scotia, and Australia.

We will now quote the following extracts from the Report of the Superintendent of Public Instruction for the State of Michigan on this subject. He says (after speaking of some other difficulties in carrying out their library system):

"But a worse evil grew up in the systematic plans of peddlers to palm upon the libraries a mass of cheap, trashy, and often pernicious literature. One or two wealthy booksellers kept their peddling agents traversing the State, and many are the tricks by which they boasted that they cajoled the Inspectors. A few libraries were well selected and well kept; but so valueless for the public good, and especially for the education of the young, had the great majority become, that all intelligent friends of education desired a change." See an illustration of the existence of this pernicious system of peddling in our Province, given in the *Globe's* Book Trade Review for 1862.*

These "wealthy" and other "booksellers" here mentioned were determined, however, not to permit their "trade" to be interfered with by State authority, and their next course of action in the interests of the "trade" may be best gathered from the following notice, which the State Superintendent found it necessary to issue to the Schools:—

"CAUTION.—School Officers are especially cautioned against travelling book peddlers, who pretending to be agents of the State contractors, or asserting that they will sell cheaper than the contract prices, palm on to the libraries inferior and cheap editions of the works selected, or of worthless books in their places, and in common and frail bindings. Every book on this list is contracted for at considerably less than the publisher's retail price for the same in common binding, while the binding provided for by the contract is a much more expensive, as well as durable binding, than ordinary cloth or even sheep binding.

"No book peddler can furnish these books in equally good editions, and in equal binding, for the prices given in this circular.

* * * * *

"It is hoped that this simple and easy method of supplying the libraries with books will commend itself to the good sense of the people, and will induce a more liberal support of these valuable agencies of popular education. It would be difficult to devise a more simple plan. It is like bringing a large book store home to each district. A large list of

* In the *Globe Newspaper* "Trade Review" for 1862, the writer states that "for years the country has been flooded with the lowest and most trashy class of literature from the American press. Books whose only merit was their bulk and binding, have been hawked into every nook of the Province by a migratory tribe of itinerant peddlers."

good books—more than twice as large as any book store in the State can show—has been selected, with the aid of some of the best men in the State.

* * * * *

“All orders for books and stationery must be sent to the State Superintendent through the Secretary of the Board of School Commissioners, the Secretary keeping an account of the same,” etc.

C. S. Stebbins, Esq., in his *Educational Needs of Michigan*, published in 1869, says : “The founders of our school system thought libraries indispensable to furnish reading to the young. *We do not need them now so much to furnish reading* as to secure the *proper kind* of reading. This, our present law, would do but for *one fatal defect*—a defect as fatal as would be the omission of the connecting rod in a locomotive. * * * And what kind of books were they? Some good ones, doubtless; but generally it were better to sow oats in the dust that covered them than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with peddlers with all the unsalable books of Eastern houses—the sensational novels of all ages, tales of piracies, murders, and love intrigues—the yellow-covered literature of the world.”

In the State of New York the library system has, under the pernicious efforts of itinerant vendors, as just pointed out, greatly declined. The *New York Teacher* thus gives some of the reasons for this decline :

The trustees refuse to be troubled with the care of the library, thus consigning it to an unfavourable location in the section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. *Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry, uninstructional matter of some cheap old book*, usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the library money to the payment of teachers' wages, and that, too, when the section is destitute of many useful items of apparatus; sometimes even of a globe and black-board.

STEPS TAKEN BY THE EDUCATION DEPARTMENT FOR ONTARIO TO SUPPLY OUR SCHOOLS⁸ WITH CHEAP AND USEFUL BOOKS, MAPS AND APPARATUS, ETC.

It now remains for us to state what are the steps which have been taken by the Ontario Department to supply the Schools with prize and library books, maps and apparatus. In 1850 and 1851 the Chief Superintendent of Education went to England and the United States, and made special and advantageous arrangements with publishers there to furnish the Department with such books, etc., as might be required, at the lowest rates. These arrangements have been revised from time to time. The last revision was made in 1867, when the Deputy Superintendent was authorized to proceed to England to confer with the leading publishers personally on the subject, which he did, and made arrangements with about fifty (47) publishers. From his Report to the Chief Superintendent on the result of his mission, we make the following extracts. He says : “Upon enquiry I found that none of our old publishers were disposed to offer better terms than I had been enabled to make with them some years ago. The new publishers, too, were as little disposed as the old ones to offer more than the usual trade terms to exporters. With several of the publishers I had some little difficulty, when I first called, to induce them to modify their terms. They alleged that they had already given us their best export terms for cash. After sundry conferences and explanations, they were at length induced, with two or three exceptions, to agree to an additional discount for cash of $2\frac{1}{2}$, 5, $7\frac{1}{2}$ or 10 per cent. (as the case might be) over and above their former rates of discount to the Department. Five per cent. was the average additional discount which I was thus enabled to secure for the Department, together with the advantage, in most cases, as heretofore, of the odd books, viz. :—7 as $6\frac{1}{2}$, 13 as 12, or 25 as 24. This additional discount will be quite sufficient to pay the customs duty which has recently been imposed upon books coming into the Province, and thus enable the Department to supply the schools with a very greatly increased variety of

books at the old rates, viz.: on an average currency for sterling prices (*i. e.* 20 cents for the shilling sterling.)"

These arrangements for the purchase of books, &c., having been explained to the Committee of the House of Assembly, appointed to enquire into the matter, together with the terms on which the books are supplied to the Schools, the Committee reported to the House upon the facts as follows:

"Your Committee have also made a thorough investigation of the Depository department, and find that the existing arrangements for purchasing stock *are satisfactory, and well fitted for securing the same on the most favorable terms. The mode of disposing of the books is equally satisfactory.*"

XIV.—TABLE O.—SUPERANNUATED AND WORN-OUT TEACHERS OF PUBLIC SCHOOLS.

1. This table shows the age and service of each Public School pensioner in Ontario up to the close of 1871, and the amount which he receives. The system, according to which aid is given to worn-out Public School teachers, is as follows:—In 1853, the Legislature appropriated \$2,000, which it afterwards increased to \$4,000 per annum, in aid of superannuated or worn-out Public School teachers. The allowance cannot exceed \$6 annually for each year the recipient has taught School in Ontario. Each recipient must pay a subscription to the Fund of \$4 for the current year, and \$5 for each year since 1854, if he has not paid his \$4 any year; nor can any teacher share in the fund unless he pays annually at that rate, commencing at the time of his beginning to teach, or with 1854, (when the system was established) if he began to teach before that time. When a teacher omits his annual subscription, he must pay at the rate of \$5 for that year in order to be entitled to share in the fund when worn out. When the fund is not sufficient (as it never has been since the first year of its administration,) to pay each pensioner the full amount permitted by law, it is then divided among the claimants according to the number of years each one has taught. To secure equality, each claimant is paid in full the first year, less the amount of his subscriptions required by law to be paid.

2. It appears from the Table that 257 have been admitted to receive aid, of whom 133 have died, have not been heard from, or have resumed teaching, or have withdrawn from the fund before or during the year 1871, the amount of their subscriptions having been returned to them.

3. The average age of each pensioner in 1871, was 68 years; the average length of time of service in Ontario was 22 years. No time is allowed applicants except that which has been spent in teaching a Public School in Ontario; though their having taught Schools many years in England, Ireland, Scotland, or the British Provinces, has induced the Council, in some instances, to admit applicants to the list of worn-out Public School teachers after teaching only a few years in this Province, which would not have been done had the candidate taught, altogether, only a few years of his life.

4. My report in former years contained the names of the parties on whose testimony the application in regard to each case was granted, together with the County of each pensioner's residence. That part of the table has been omitted in my last reports to save the expense of printing, though the record is preserved in the Department for reference, if occasion require.

OFFICIAL REGULATIONS IN REGARD TO THE SUPERANNUATION FUND.

5. The regulations for the administration of the Superannuated Teachers' Fund, adopted by the Council of Public Instruction, are as follows:—

(1.) Teachers who became superannuated, or worn-out, on or *before* the first day of January, 1854, and who produce the proofs required by law, of character and service as such, may share in this fund according to the number of years they have respectively taught a Public School in Ontario by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

(2.) Every teacher engaged in teaching *since* 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this Fund, must have contributed to it at the rate of five dollars per annum for each year, from the time when he began to

teach, up to the time of his first annual subscription of four dollars (as required by the statute), for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to teach, [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars.]*

(3.) No teacher shall be eligible to receive a pension from this Fund, who shall not have become disabled for further service, while teaching a Public School, or who shall not have been worn out in the work of a Public School teacher.

(4.) All applications must be accompanied with the requisite certificates and proofs according to the prescribed forms and instructions. No certificate in favour of an applicant should be signed by any teacher already admitted as a pensioner on the Fund.

(5.) In case the Fund shall at any time not be sufficient to pay the several claimants, the highest sum permitted by law, the income shall be equitably divided among them, according to their respective periods of service.

(6.) Communications and subscriptions in connection with this Fund, are to be sent to the Chief Superintendent of Education.

EXTRACTS FROM THE SCHOOL LAW, 1871.

* * "On the decease of any teacher, his wife, or other legal representatives, shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per cent. per annum."

* * "Any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one-half of any sums thus paid in by him to the Fund."

XV.—TABLE P.—EDUCATIONAL SUMMARY FOR 1871.

This table exhibits, in a single page, the number of Educational Institutions of every kind, as far as I have been able to obtain returns, the number of students and pupils attending them, and the amount expended in their support. The whole number of these institutions in 1871, was 5,004—increase, 34; the whole number of students and pupils attending them was 463,057—increase, 3,896; the total amount expended for all educational purposes was \$2,297,694—increase, \$123,952; total amount available for educational purposes, \$2,629,570—increase, \$215,513.

XVI.—TABLE Q.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN ONTARIO, FROM 1842 TO 1871, INCLUSIVE.

This most important table is highly suggestive, it is only by comparing the number and character of Educational Institutions at different periods, the number of pupils attending them, and the sums of money provided and expended for their support, that we can form a correct idea of the educational progress of a country. The statistics for such comparisons should be kept constantly before the public mind to prevent erroneous and injurious impressions, and to animate to efforts of further and higher advancement.

Congratulations have often been expressed at the great improvements which have been made in all our institutions of education, in regard both to the subjects and methods of teaching, as in the accommodations and facilities of instruction; also in the number of our Educational Institutions, in attendance upon them; and in the provision for their support. But it is only by analyzing and comparing the statistics contained in Table Q, that a correct and full impression can be formed of what has been accomplished educationally in Ontario during the last twenty years. Take a few items, as example. In 1842, the number of

* With respect to the arrears of subscription, it is to be observed that they can be paid at any time while the teacher is still engaged in that capacity, not after he has ceased. No payment is required for any year during which the teacher was not employed, or for any year prior to 1854, even if the teacher was teaching before that time.

It is further to be remembered that payment of the arrears is not *obligatory*, but is to the interest of the teacher, as the years (from 1854), for which there has been no subscription, will not be reckoned in making up the time of service for the pension.

In no case are subscriptions required except for the years of teaching, for which a pension will be claimed.

Public Schools was only 1,721. In 1851, this had increased to 3,001; and in 1871, to 4,598, and the number of pupils attending them from 168,159 in 1851, to 425,126 in 1871. The amount paid for the support of Public Schools has been increased from \$468,644 in 1851, to \$1,191,476 in 1871, (not including balances not paid at the date of the local reports,) besides the amount paid for the purchase, erection, repairs of School-houses, etc., of which there are no reports earlier than 1850, but which at that time amounted to only \$56,756, and \$77,336 in 1851, but which in 1871 amounted to \$611,818—making the aggregate actually paid for Public School purposes in 1871, \$1,803,294, or with the balances available and not paid out at the date of the local reports, \$2,124,471. These facts will be more clearly seen from the following table, in addition to which may be added the Normal and Model Schools, the system of uniform text-books, maps, globes, apparatus (of domestic manufacture,) prize books and public libraries:

REPORT FOR THE YEAR	1850.	1851.	1860.	1861.	1865.	1866.	1867.	1868.	1869.	1870.	1871.
No. of Public Schools reported.....	3059	3001	3009	4019	4303	4379	4422	4480	4524	4566	4598
Amount paid for Public School Teachers' salaries.....	\$ 353716	\$ 391308	\$ 395591	\$ 918113	\$ 1041052	\$ 1066880	\$ 1093516	\$ 1146543	\$ 1175166	\$ 1222681	\$ 1191476
Amount paid for erection, repairs of School-houses, &c.....	56756	77336	264183	273305	314327	320353	379672	441891	449730	489380	611819
Balance forward each year.....	24016	16893	164498	189361	189121	220738	197147	200898	202530	232303	321176
Total amount available each year....	434488	485587	1324272	1381279	1545000	1607971	1670336	1789332	1827426	1944364	2194471

XVII. THE EDUCATIONAL MUSEUM.

This fourth branch of the Education Department is probably the most attractive as it is both suggestive and instructive. The other three branches are: (1). The Department proper for the administration of the laws relative to the Public and High Schools. (2). The Normal School for the training of skilled teachers. (3). The Depository for the supply of maps, apparatus and prize and School books. (4). The Educational Museum.

Nothing is more important than that such an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the Schools have been established, and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the country, as well as many from abroad, have been rendered as attractive and complete as the limited means furnished would permit. Such are the objects of the Educational Museum.

The Educational Museum is founded after the example of what has been done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of forming the taste and character of the people.

PRINCIPAL CONTENTS OF THE EDUCATIONAL MUSEUM.

The Museum consists of a collection of School apparatus for Public and High Schools, of models of agricultural and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal Museums in Europe, including the busts of several of the most celebrated characters in English and French history; also, copies of some of the works of the great masters in Dutch, Flemish, Spanish, and especially of the Italian Schools of painting. These objects of art are labelled for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated that "the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;" and the opinion is at the same time

strongly expressed that as "people of taste going to Italy constantly bring home copies of beautiful originals," it is desired, even in England, that those who have opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the works of Raffaele and other great masters; an object more desirable in Canada than in England. What has been thus far done in this kind of public instruction is in part the result of a small annual sum, which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, of the Ontario Education Grants, for the purpose of improving School architecture, school appliances, and to promote art, science and literature, by the means of models, objects of publications, collected in a Museum connected with the Department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, and from successive reports, to be exerting a very salutary influence, while the School connected with it is imparting instruction to hundreds in drawing, painting, modelling, &c., &c.

A large portion of the contents of our Museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again. I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.

The more recent additions to the Museum may be referred to under the following heads:—

I.—ASSYRIAN AND EGYPTIAN SCULPTURE.

Of the exceedingly valuable collection of sculptures with which Mr. Layard's excavations at Nineveh have enriched the British Museum, we have several of the most interesting casts authorized by the Museum. This selection includes, I. A colossal, human-headed, winged bull; II. A four winged figure with mace; III. Slabs representing Sardanapalus I., with winged human figure and offerings, (2) the eagle headed deity (Neroch) with mystic offerings, besides the sacred tree, (3) an attendant (eunuch) with bow and arrows, &c., (4) Sardanapalus and army besieging a city, (5) a royal lion hunt, (6) Sardanapalus II., at an altar pouring a libation over dead lions, (7) Sardanapalus III., and Queen feasting after the lion-hunt, (8) a very striking slab representing a wounded lion, (9-11) horses, lions, male and female figures; IV. Black obelisk from the great mound set up by Shalmaneser (King of Assyria,) about 850 years B.C. I also procured V. The most interesting stones (recently added to the British Museum collection,) containing records in cuneiform character, &c., of the sale of land, about 1120 B.C.; VI. Large statue of Memnon; VII. Lid of large sarcophagus; VIII. Side of an obelisk from Temple of Thebes (from Cairo); IX. Rosetta stone, with inscription in honour of Ptolemy.

2.—CASTS OF GEMS, MEDALS, &c.

(1) A beautiful set of (470) casts of the celebrated Poniatowski gems. (A similar collection is in the Ashmolean Museum, at Oxford). (2) a set (of 170) medals, illustrative of Roman History, the Emperors, &c.; (3) a collection of medals of the Popes; (4) a set of the Great Seals of England; (5) 38 medals of the Kings of England; (6) 80 of the Kings of France; (7) 24 of Russian Emperors, &c.; (8) 250 modern celebrated men; (9) besides numerous casts of medallions, Tazza, pieces of armour, &c., &c.; (10) a beautiful collection of casts of leaves, fruit, &c.; (11) about 60 busts, life size, of noted modern characters, &c.

3.—IVORY CARVINGS, CHROMO-LITHOGRAPHS, PHOTOGRAPHS.

From the collection of the Arundel Society, published in connection with the South Kensington Museum, have been procured, (1) a full set of 150 specimens ivory carvings, of various periods from the second to the sixteenth century, in fictile ivory; (2) 60 chromo-lithographs, beautifully coloured, illustrating Italian art; (3) 573 photographs of National

...raits, illustrative of English history, including the Tudor period ; (4) 400 miscellaneous photographs of objects of art, scenes, &c. ; (5) 170 engravings of modern sculpture.

4.—ELECTROTYPES OF ART TREASURES.

Of the rich and beautiful collection of Elkington and Franchi's electrotypes of art treasures in the South Kensington collection, we have a small selection owing to the expense the copies for sale.

5.—FOOD ANALYSIS.

We were enabled to procure from the authorities of the South Kensington Museum, a full set of the printed labels of the numerous samples of Food Analysis exhibited in the Museum. We have specimens of the Analysis boxes with glass covers, so as to enable us to form a similar collection, on a smaller scale, for our own Museum. This collection, when made, will form a most interesting and instructive study for the farmer and food consumer.

6.—INDIA RUBBER MANUFACTURES.

Through the kindness of Messrs Macintosh & Co., the eminent India Rubber Manufacturers of Manchester, we obtained several interesting specimens of Rubber-work, illustrative of the various uses to which India Rubber is applied. Some of these specimens are highly artistic in design.

7.—NAVAL MODELS.

Beautiful models of war and merchant ships, yachts, and boats, including a line-of-battle ship, steam ram, and steam vessels.

8.—MISCELLANEOUS.

Greek, Roman and English Coins, with a few curiosities and specimens of Natural History, &c.

Some striking photographs of objects and places in India, from the India Office in London, and models from the National Life-Boat Association.

The South Kensington Museum is unrivalled in the beauty and extent of its internal fittings and arrangements, no less than in the extent and value of its collections of objects of art, and of industrial and practical value, as well as of articles of *virtu* of great historical interest. It is itself the parent institution of many of the admirable collections and local Museums and Schools of Art throughout the three Kingdoms. The travelling collections of objects of arts which it sends to the local exhibition of these Schools of Art is most varied and interesting. This, it may well be said, is "object teaching" on a grand scale, and in a most attractive form, for the adult masses of England, Ireland and Scotland, and so it emphatically is. This is clearly the policy of the educational authorities in England at present, as it has been for years to some extent on the Continent of Europe. Looking over these large and attractive popular Museums, it is gratifying that we had thus far been enabled by the liberality of our own Legislature, to keep pace in a humble degree with the great efforts which are now being systematically made in England to popularize science and art. These efforts are not only designed to promote this object, but at the same time they tend to interest and instruct the masses not only by cultivating the taste, but by gratifying and delighting the eye by means of well appointed Educational Museums and popular exhibitions.

XVIII.—REPORT OF THE INSPECTORS OF HIGH SCHOOLS.

In connection with recent discussions on the condition of our High Schools, I beg to direct special attention to the practical and excellent Report of the two Inspectors of High Schools, which will be found in Appendix A. The Reports of these Inspectors, (the Rev. J. G. D. Mackenzie, M. A., and J. A. McLellan, Esq., M. A.,) this year are alike kind and faithful, and are replete with practical remarks and suggestions; they point out most forcibly the defects of many, both High and Public Schools, and show clearly in the interests of higher English, as well as of sound classical education, the necessity of a thorough reform in the present system, as contemplated by the principal provisions of the High School par

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of the Act which were adopted last year by the Legislative Assembly. I am glad that, under the new Act, the principle of apportioning the High School Fund, according to *results* of teaching, and not merely according to the numbers, will be carried out. This feature of the proposed change in the mode of distributing the High School Grant, I shall discuss more fully in a subsequent part of this report, in connection with the valuable and instructive joint report of the High School Inspectors, in Appendix A.

XIX.—EXTRACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS.

In all of the most important reports both in Great Britain and the neighbouring States, a large space is devoted to extracts from local reports, as illustrating the practical working of the system, the inner and practical life of the people in their social relations and development, and their efforts, and even struggles, in the newer parts of the country to educate their children.

Character of these Reports.—In reading over these reports, one cannot fail to be struck with the comprehensive survey which the Inspectors take of the new ground which has been assigned to them as their educational field. Being many of them practical teachers of considerable experience, who have risen in their profession, they have at once been able, with tact and discretion, to point out defects and to suggest means of remedying them. These reports have, however, brought out into still stronger relief the following facts,—to which I adverted in my last report,—and which still impede the progress of the schools in many parts of the country :—

1. *Apathy and Selfishness a cause of Backwardness.*—That the inefficiency and stationary condition of the Schools in many places does not arise from any complained of defects in the School Law or system, but in most instances from the apathy and misguided selfishness of the parties concerned—in a few instances from the newness and poverty of the settlements.

2. *Spirit and Enterprise of Old and New Townships contrasted.*—That, on the contrary, the gratifying advancement of the Schools in other places does not depend upon the age or wealth of the settlement, but upon the spirit of the people. Some of the oldest settlements of the Province in the River and Lake Townships of the County of Welland, and on the River St. Lawrence, are far behind the greater part of the newer townships.

3. *Eastern and Western parts of Ontario compared.*—That, as a general rule, the Eastern section of Ontario, East of Kingston—the County of Lanark excepted—is far less advanced and far less progressive than the Western part of the Province, except some old townships on the Rivers Niagara and Detroit, and on Lake Erie. This will be strikingly seen on reference to the library map published in my report of a previous year.

4. *Best Teachers the Cheapest.*—That the best made shoes, and waggons, and fences, and farm tools are the most serviceable and cheapest in the long run, so the best teachers, and school-houses and furniture, are by far the cheapest, as well as the most profitable for all parties, and all the interests of education and knowledge.

5. *Evils of the "Cheap" Teachers and Bad School-House Accommodation.*—That the most serious obstacles to the education of children in many parts of the country are bad school-house accommodation, and the employment of incompetent and mis-called "cheap" teachers; the only remedy for which is requiring proper school-house accommodation, doing away with the lowest class of teachers, and prescribing a minimum teacher's salary, which will secure the employment and continuance in the profession of competent teachers. This is what the country, as a whole, owes to itself, as well as to the helpless and injured youthful members of it.

XX.—GENERAL REMARKS ON THE CONDITION OF THE SCHOOLS, AND THE OPERATION OF THE SCHOOL LAW IMPROVEMENT ACT OF 1871.

PRELIMINARY OBSERVATIONS.

In commencing a new era of School progress, I have felt it to be indispensable, with the aid of the newly-appointed and efficient Inspectors, to give in their own words a summary account of the present condition of the Schools—especially in their internal—or, as we might regard it, in their social aspects. This has been felt to be the more important at this period of our Educational history, in order to ascertain exactly where we are, and thus to fix a starting point of renewed progress and efficiency under the new School Act of 1871. Viewed in this light, the extracts taken from the Inspectors' general reports, and published in appendix B., will be found to be of especial interest. They will amply repay perusal. They establish two general and suggestive facts—one of warning, and one of encouragement :

1- The first fact is that the internal condition of the Schools generally has not materially improved for years ; that the character of the School accommodation, the constant change of teachers, and the paramount desire in many places to obtain their services, if at all, at a "cheap" rate, have told fearfully upon the *morale* of the Schools, and have discouraged all hope of real progress and advancement. Both Schools and pupils have, under such a system, been brought into a chronic state of change, and experiment—alike forbidding even a quiet respectability of standing, and utterly precluding anything like real progress and efficiency.

2. The second fact established by the Inspectors in their report—and it is a most encouraging one—is that the people generally, when approached in the right spirit, are most anxious to better, at least, the material condition of their Schools. They see that in most cases the School-house and School premises are far below even the passable state in which they should be found—that their condition, in some wealthy neighbourhoods, is wretched—even deplorable—that the health of child and teacher are alike endangered by the often unthinking parsimony of the ratepayers. To have these things pointed out and a remedy suggested have been all that in very many cases has been required. In the majority of other cases a gentle pressure has sufficed to bring about a better state of things.

SUBJECTS OF INSTRUCTION IN THE SCHOOLS.

There is, however, another and more serious obstacle to the improvement in our Schools, which I regret to find it more difficult to remove than it is to induce trustees to improve the condition of the School-house and premises. I refer to the objections to go beyond the merest rudiments of education, or to employ an additional teacher where one is manifestly inadequate to perform the duties required to make the School efficient, or to maintain proper discipline in it.

In my report for last year I sought to explain and illustrate the necessity of some improvement in this respect. I showed that the normal condition of all systems of education was to be content to reach a state of "passable respectability" and there remain. I said :—

"So long as our system of Schools was in its infancy, and might be fairly regarded as yet an experiment, so long might we confine our efforts to mere elementary organization and be content with very moderate results. Experience has shown, however, that without great care and constant effort the tendency of all systems of education, and ours among the rest, is to a state of equilibrium, or to a uniform dead level of passable respectability. This is the stage in its history, as elsewhere, at which our system has arrived, and at which, as we have explained, many of its friends are disposed to leave it. But those who have carefully studied the subject in all its bearings, and have looked more closely into the educational history, the progress and failures of other countries, know full well that our School System would fall behind that of other countries and become stationary, unless it embodies within itself from time to time the true elements of progress, and pro-

vides fully and on a sufficient scale for the educational wants of the youth of the country."

STATISTICAL GROWTH OF THE SCHOOLS IN ADVANCE OF THEIR PROSPERITY.

Now I appeal to trustees and teachers alike to aid the Inspectors and this Department in the effort made to effect the removal of this state of apathy and to awaken a desire to see that some substantial progress is made in the amount and quality of the education to be provided in our Public Schools. The statistical results of the growth of our School System are fast growing upon us. They are indeed marvellous. A few years ago the number of our Schools did not much exceed 2,000, nor did the number of the pupils in them reach 100,000, while the expenditure for all purposes did not, even in 1851, equal \$500,000. Now, while the number of the Schools has more than doubled, the increase in the number of pupils and in the gross expenditure of the Schools is over *four hundred per cent*! No one, not even the most ardent admirer and defender of our School System, will for a moment maintain that in efficiency the Schools have at all kept pace with, or even approached this natural and yet most gratifying increase in the number and expenditures of our Schools. It is to a thoughtful consideration of these facts, and to a united effort to improve the internal condition of our Schools, that I would invite the attention of the friends of our Educational System.

INTERESTING STATISTICAL FACTS.

The population of this Province, according to the recent census is 1,620,842. The number of children of school age is on an average a little over one-fourth of the whole. The number of Elementary Schools is not much below 5,000, and are maintained at an annual cost of above \$2,000,000, or over one dollar per head of the population. Such being the magnitude to which our Educational System has grown, every man will feel how imperative it is upon us to see that that system is as thorough and complete in all of its details as possible; and that in no respect should it be allowed to fall below the average standard now reached by other educating countries. For convenience I repeat the gratifying statistics of educational progress in this place.

REPORT FOR THE YEAR	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1870.	1871.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
County Municipal Assessment.....	273056	273085	274471	287708	304283	308092	319154	351873	302375	372743	385234	492481
Trustees' School Assessment.....	550632	587297	620283	681755	650890	711197	780886	799708	855538	890834	951090	1027184
Total Receipts.....	1324272	1331779	1396123	1452386	1484167	1545000	1607971	1070836	1789332	1827426	1944364	2124471
Increase in Total Receipts..	14452	57006	14843	36762	51201	60613	62970	62364	118907	38093	116938	180106

Putting these facts in another form (with some additional ones,) we can see at a glance the nature and extent of educational progress which we have made during the last twenty-one years:—

REPORT FOR THE YEAR	1850.	1851.	1852.	1853.	1855.	1856.	1857.	1858.	1859.	1870.	1871.
No. of Public Schools reported.....	3059	3001	3009	4019	4303	4379	4422	4480	4524	4566	4586
Amount paid for Public School Teachers' salaries.....	\$353716	\$391808	\$395591	\$418113	\$461052	\$466830	\$498516	\$517516	\$522631	\$522631	\$5191476
Amount paid for erection, repairs of School-houses, &c.....	56756	77836	264183	273305	314827	320358	379672	441891	449730	489380	611819
Balance forward each year.....	24016	16893	164496	189861	189121	220738	197147	300898	202530	232303	321176
Total amount available each year.....	434488	485537	1324272	1381279	1545000	1607971	1670836	1789332	1827426	1944364	2124471

TWO OBJECTIONS CONSIDERED.

I desire first to refer to the objection made to the increase in the number of practical subjects required to be taught in our Public Schools, and then to the minor objection to employ two teachers in the larger Schools.

And first, I may remark, that had the new "Programme of Subjects for Study in the Public Schools" partially omitted, or had it even given a subordinate place to the essential elementary subjects of reading, writing and arithmetic, then the first objection might have had force ; and secondly, that no system of education has any pretensions to completeness, or even to what is of more consequence, a thorough practicalness of character, unless it had provided for teaching those additional subjects which the necessities of the country and the pursuits and occupations of the people require.

By reference to the Programme of Studies, it will be seen from the number and order of the subjects in it, and the time prescribed per week for teaching each of them, that the first years of Public School studies are almost entirely devoted to teaching the three primary or fundamental subjects of a good education—reading, writing and arithmetic, including only such other subjects and to such a degree, as to relieve the pupils from the tedium of the more severe and less attractive studies, and to develop their faculties of observation and taste for knowledge, as suggested by the largest experience of the most advanced educators. The subjects of the Programme are limited in both number and range to what is considered essential, and to what experience has proved can be thoroughly mastered by pupils of ordinary capacity and diligence within thirteen years of age. The thorough teaching of a few subjects, within practical limits, will do more for intellectual development, and for the purposes of practical life, than the skimming over a wide range of topics. The subjects of Natural Science required by the thirteenth section of the new School Act to be taught in the Schools and provided for in the programme, are such, (and are prescribed to such an extent only) as is absolutely necessary for the advancement of the country,—in agriculture, the mechanical arts, and manufactures, apart from science and literature, and are even less than are required by law to be taught in some of the Western States of the Union* And when the cheap and excellent text-books prescribed are examined in connexion with the subjects specified, it will be found that nothing has been introduced which is impracticable, or for mere show, but everything for practical use, and that which admits of easy accomplishment.

EDUCATION DIRECTED TOWARDS THE PURSUITS AND OCCUPATIONS OF A PEOPLE.

On this subject Dr. Playfair gives the following striking illustration :

"The great advantage of directing education towards the pursuits and occupations of the people is that, while it elevates the individual, it at the same time gives security for the future prosperity of the nation. There are instances of nations rich in natural resources of industry, yet poor from the want of knowledge how to apply them ; and there are opposite examples of nations utterly devoid of industrial advantages, but constituted of an educated people who use their science as a compensation for their lack of raw material. Spain is an example of the first class, and Holland of the second. Spain, indeed, is wonderfully instructive, and her story is well told by Buckle, for you see her rise in glory or fall in shame, just as there are conditions of intellectual activity or torpor among her inhabitants. * * * This nation has everything in the richest profusion to make it great and prosperous. Washed both by the Atlantic and Mediterranean, with noble harbours, she might command an extensive commerce both with Europe and America. Few countries have such riches in the natural resources of industry. A rich soil and almost tropical luxuriance of vegetation might make her a great food-exporting nation. Iron and coal, copper, quicksilver and lead abound in profusion, but these do not create industries unless the people possess knowledge to apply them. When that knowledge prevailed, Spain was indeed among the most advanced of industrial nations. Not only her metallurgic industries, but her cotton, woollen and silk manufactures were unequalled ; her shipbuilding also was the admiration of other nations. But all have

* Thus in the State of Illinois no teacher is entitled to receive a certificate of qualification unless he is able to teach the elements of the Natural Sciences, Physiology, and the Laws of Health.

decayed because science withers among an uneducated people, and without science nations cannot thrive. Turn to Holland, once a mere province of Spain. She has nothing but a maritime position to give her any natural advantage. Not so bad, indeed, as Voltaire's statement, that she is a land formed from the sand brought up on the sounding-leads of English sailors, though she is actually created from the debris of Swiss and German mountains brought down by the Rhine. Hence within her lands are no sources of mineral wealth ; but she has compensated for its absence by an admirable education of her people. For my own country, I have no ambition higher than to get schools approaching in excellence to those of Holland. And so this mud-produced country, fenced round by dykes to prevent the ocean from sweeping it away, is thriving, prosperous and happy, while her old mistress—Spain—is degraded and miserable, unable in all Europe until lately to find a King who would undertake to govern her ignorant people."

PUPILS ENTITLED TO THE ESSENTIAL MINIMUM OF A GOOD ENGLISH EDUCATION.

Our School Law wisely lays down the principle that every youth in the land is entitled, not only to a sound practical education in the three great essentials of English education—reading, writing and arithmetic,—but that he should receive instruction from competent persons in such other elementary subjects as the advanced intelligence of the present day prescribes as the essential minimum of Public School education. Having laid down this principle, it provides ample means for giving it effect. As our recent School legislation in this direction has been so often, and, I think, so unwisely and so unjustly criticised, I shall refer specially but briefly to it in the following observations :

In discussing the question as to the extent to which a course of instruction for primary Schools should go, two things, I think, will be regarded by all parties as essential : 1st. *That the course of instruction proposed should not be beyond the reasonable capacity of the pupils for which it is intended.* 2nd. *That it should be adapted, not only to the wants and circumstances, of the country, but also to individual groups or classes of pupils,*—those intended, say, for agricultural, mercantile or mechanical pursuits. With less than what is included in this two-fold standard, no one, I think, would likely be satisfied. At all events, no one would be satisfied with it but those who desire a special course for their own children, and who, therefore, strongly object to any comprehensive course not adapted to their own peculiar views. But these are exceptional cases for which no special legislation is desirable. With such persons it is impossible to discuss this question satisfactorily ; nor shall I attempt it further than to state, that no system of instruction would be at all practicable if every parent had the unlimited right (which some objectors claim) to dictate the subjects in the prescribed course which his son should alone take. For, not only does such a right involve utter confusion in a school curriculum, but it also involves the right to dictate how much of the teacher's time shall be devoted to the particular subjects to be taught to his son. The claim, therefore, of the parent to dictate in these matters has been regarded as inadmissible in every system of public instruction established in any country. I shall, therefore, confine my remarks to an inquiry into the completeness of the course of study which has been provided for our Public Schools ; and I shall do so under the two-fold head which I have indicated above.

(1.) THE COURSE OF STUDY SHOULD NOT BE BEYOND THE CAPACITY OF THE PUPILS.

And first, I may remark that the course of study proposed should not be beyond the reasonable capacity of the pupils for whom it is intended.

In looking at the course of study for Public Schools, as prescribed, we find it is practically divided into two parts :—The first part is that through which a boy must pass before he is eligible for promotion into the High School ; and the second part is that designed for pupils who do not intend to enter the High School, but finish their elementary education in the Public Schools. Of that part of the course, therefore, designed specially for Public Schools, I may remark that it is divided nominally into four classes, but practically into but three and a-half.

The subjects required to be taught to pupils before their entrance into the High Schools are—

Object Lessons.

Reading—To page 244 of the Fourth Book.

Spelling—To the same page of the Fourth Book, and the Companion Spelling Book.

Writing—To write neatly and legibly.

Arithmetic—Arabic and Roman Notation to four periods; Simple and Compound Rules; Least Common Multiple; Greatest Common Measure; Reduction of Fractions; and Mental Arithmetic.

Grammar—Principal grammatical forms and definitions: analysis and parsing of simple sentences.

Geography—Definitions, map notation and a knowledge of the maps of the World, the Four Quarters, Ontario, and the Dominion.

Composition—So far as to be able to write short narratives, or descriptions of objects, and familiar letters.

Elements of Linear Drawing—Outline of maps, and common objects on paper.

History—Elementary parts of Canadian and English History.

This, we see, is the whole course required of pupils before their entrance into the High Schools. A more simple course of elementary study, elaborated as it is in the Limit Table, could not be devised, so as to possess any practical value at all; and no one will pretend to say that it is beyond the capacity of the pupils for whom it is designed. I shall, therefore, not discuss it further, but simply glance at the remainder of the subjects prescribed for pupils who complete their elementary education in the Public Schools. Even here we shall find that the course of instruction is practically narrowed down to a completion of the remainder of the subjects in the fourth class, and to the subjects in the fifth class—for the sixth class, with the exception of small additional work in a few subjects, involves practically nothing more than a simple review of the previous course.

THE ADDITIONAL SUBJECTS IN THE COURSE OF STUDY FOR PUBLIC SCHOOLS.

As to the additional subjects which have been introduced into the course of study in the Public Schools, I may state that they are the elements of mechanics, (including drawing), commercial instruction, the elements of practical science, agriculture and natural history. It is only in regard to two or three of these additional subjects that any discussion has arisen.

This branch of our subject opens up a wide field of practical discussion, and, to my mind, involves the whole question of a complete and comprehensive system of public instruction. It also introduces the second essential point in our system of public instruction (which I have above indicated,) viz., "That the course of study prescribed should be sufficiently comprehensive to be adapted, not only to the pursuits and occupations of the people, but also to individual groups or classes of pupils."

1ST OBJECTION :—THAT THE NEW SUBJECTS ARE PREMATURE.

Several objections on various grounds have been urged against the introduction of the new subjects into our Public Schools, but they may all be classified under two general heads :—

1. That their introduction is *premature*, (and that even if not premature,)
2. They are *unnecessary*.

To my mind, the first objection involves a painful admission, and one humiliating to our boasted educational progress.

Thirty years have now elapsed since the first foundations of our educational system were traced out, and twenty-five years at least (now a quarter of a century,) since our present structure was reared. No one will pretend to say that the founders of that system burthened it with a superfluous array of topics, or embarrassed the young learner with a multiplicity of subjects of study.

OUR PRESENT SYSTEM SKETCHED IN 1846.—WE CAN REMAIN NO LONGER IN A STATE OF EDUCATIONAL PROBATION AND TUTELAGE.

In laying the foundations of our present system of education, in 1846, after extensive inquiry in Europe and America, I endeavoured to sketch a comprehensive course of study for our Public Schools. Additional experience has but confirmed my views on this subject. But I did no more in those early days than to provide for the teaching of the merest elements of a plain English education. It was left to after days to fill up the outline, and to supply wants in our educational system as they arose. That time, as I trust I shall briefly demonstrate, has fully come. After twenty-five years of educational infancy it is high time that we should take a step or two in advance, if we do not desire to remain laggards in the great race of national progress and enlightenment. That we are not prepared to do so, and that our period of probation, or tutelage, is not felt to be sufficiently protracted, I am not prepared to admit. I at once, therefore, join issue with those who say that the introduction of the new elementary subjects into our Public School course is premature. I feel that such a declaration involves a painful admission, that our twenty-five years' progress has been illusory, and that we are not yet honestly prepared, or ready, to add the new elementary subjects to our School course. Such an admission is, I think, contrary to fact, and is humiliating to our admitted position as one of the acknowledged educational leaders in the provinces of our young Dominion.

2ND OBJECTION:—THAT EVEN IF THE NEW SUBJECTS ARE NOT PREMATURE, THEY ARE UNNECESSARY.

The second objection contains a fundamental error, which should be fully met and thoroughly exposed. Unless our people entirely get rid of the idea that the new subjects of study in the Public Schools are *unnecessary*, we shall never be able to build up our educational structure, with any degree of symmetry, as originally planned. And, what is more serious, if not fatal to our national growth, if we declare the new subjects to be unnecessary, we shall never, under our educational system, attain to that national position to which the lovers of our monarchical institutions, or the founders of our confederation have wisely aspired.

PRESSURE ON US TO ADVANCE—WE CANNOT REMAIN STATIONARY.

Those who have occupied such a position as has enabled them to take an extensive outlook of the educational field here and elsewhere, have noticed with deep interest the restless activity which is observable everywhere. Discoveries in science by eminent men, and their practical application to the necessities of commercial, professional, and social life, have become so marked a feature of the present day, that they cease to be a wonder. Formerly such discoveries were regarded as the fond dream of the enthusiast; and every new application of science to the practical arts was resisted by hundreds of interested opponents, who sneered at the discovery, and scorned the pretensions of the learned theorists whose knowledge of the principles of their science or art was a wonderful mystery to them, as also to the unenlightened artisan.

PAINFUL RESULTS OF OUR PRESENT LIMITED COURSE OF INSTRUCTION.

What is indicated is of common occurrence even in our day; and, painful as is the admission, it is no less true, that thousands of lads and young men are leaving our Public Schools in the rural districts every year, who are practically ignorant of even the elementary principles of science, which they find developed in the industrial appliances with which they are immediately brought into contact upon leaving school. Take one in twenty of these lads, and ask him to give you anything like a correct idea of the *principles* of the threshing machine, fanning mill, reaper, any of the mechanical powers, railway locomotive, or the thousand and one adaptations of science to industry which he daily sees, and he will frankly tell you he knows little or nothing about them, and that in very many cases he never heard of them at school! Are we prepared to defend and perpetuate

a state of things which produces such results, and be content to allow the Canadian youth of our day, with their ingenuity and varied intellect, to leave our Public Schools (aptly named the people's colleges), so unfit even to understand, much less to control and direct in the great industrial enterprises and mechanical inventions of the day? Every one who looks at the matter dispassionately will, I am sure, join with me in uttering an emphatic No: they will rather the more heartily join in every effort to enable our lads to take their place in the world's arena, fully equipped for the battle of life.

THE DOMINION OR NATIONAL STAND-POINT OF VIEW.

Let us look at this matter from another stand-point, as I suggested in my last report:—
 “We are a young country, placed in close proximity to a large and wonderfully progressive people. In the good providence of God, we are permitted to construct, on the broad and deep foundations of British liberty, the corner-stone of a new nationality, leaving to those who come after us to raise the stately edifice itself. Apart from the Christianity of our people, what more lasting bond and cement of society in that new nationality, than a free and comprehensive system of Christian education for the youth of the land, such as we have sought to establish? Our aim should, therefore, be to make that system commensurate with the wants of our people, in harmony with the progressive spirit of the times, and comprehensive enough to embrace the various branches of human knowledge which are now continually being called into requisition in the daily life of the farmer, the artizan, and the man of business. And yet no one who has attentively studied the educational progress which we have made during the last ten years, or (as a recent report printed by the Legislature remarks) no one who has carefully watched the development of the material resources and manufacturing industries of this Province, but must have been painfully struck with the fact that, while we have liberally provided for the other wants of our people, we have almost entirely neglected making any provision for training, and then turning to practical account, that superior scientific and industrial skill among ourselves, which in other countries contribute so largely and effectively to develop their physical and industrial resources. The remarkable and almost unconscious development among ourselves of the manufacturing interests of the country has reached a magnitude and importance that it would be suicidal to those interests (in these days of keen competition with our American neighbours) and injurious to their proper development, not to provide without delay for the production among ourselves of a class of skilled machinists, manufacturers, engineers, chemists, and others. No one can visit any of the industrial centres which have sprung up in different parts of the country and in our larger towns without being struck with their value and importance, and the number and variety of the skilled labourers employed. Inquiry into the source of supply of this industrial class reveals the fact, that, from the youngest employes up to the foreman of the works, they are almost entirely indebted to England, Ireland, Scotland, the United States, and other countries or that supply.” Again:

“Rising up above this mere local view of the question, other broader and more comprehensive ones force themselves upon our attention. Are we not conscious of the extraordinary scientific and industrial progress of the present day? Do we not hope for and predict, under God's Providence, a great future for this country? Have we not in the assertion of our incipient nationality entered the lists of industrial competition with the United States, and even with England and other countries? And do we not, therefore, require to make without delay some provision for training that class of young men who must in future take the leading part in that competition. The wonderful progress of the mechanical arts is within the memory of most of us. The marvellous revolution caused by the practical application of steam and telegraphy (those golden links of science), to locomotion, commerce, industry and inter-communication, has so stimulated the inventive genius of man, that we now cease to be astonished at any new discovery; and only await each successive development of science still more wonderful than the last, to calmly discuss its merits and advantages. In this active race of competition our Province (the leading one in the Dominion), cannot stand still. With all our inventions we have not yet been able to discover the royal road to learning; and our youth cannot, Minerva-like, spring fully armed into the arena of competitive science and skill. We must, therefore,

provide liberally for the patient and practical instruction in every grade and department of knowledge, so that, with God's blessing, we shall not fall behind in the great race of national intelligence and progress."*

SHALLOW EDUCATION A GRIEVOUS NATIONAL WRONG—A WARNING.

The Hon. Mr. Wickersham, State Superintendent of Pennsylvania, thus illustrates the great loss which the country sustains by the mere "read, write and cipher" system which some advocate for Public Schools, especially in the absence of men of broad views and intelligent culture. He says:—

"Many of our people seem to think that if they have their children taught simply to read, write, and cipher, it is enough. Others add to these branches a smattering of geography and grammar, and call their children well educated. This superficial education is breeding among our people shallowness, rawness, conceit, instability, and a want of self-respect, honour, and dignity. It is lowering the tone of society, subjecting us to the rule of unprincipled demagogues, filling high positions with incompetent men, and weakening public virtue. Every social interest and every governmental concern in this country is suffering for want of more men of broad views, ripe culture, and high sense of right. I heartily endorse the sentiment uttered by President Porter, of Yale College, in his recent inaugural address, that—

'The lessons on history, both the earlier and more recent, are distinct and vivid; that in a country like ours, wealthy, proud, and self-confident, there can be neither permanence nor dignity if the best knowledge and the highest culture do not influence its population and institutions.'

II. THE NEW SUBJECTS OF MECHANICS, DRAWING, PRACTICAL SCIENCE, NATURAL HISTORY, AGRICULTURE, VOCAL MUSIC, AND COMMERCIAL INSTRUCTION DISCUSSED SEPARATELY.

1. I may remark that, with a view to meet the necessities of the case (as indicated above), and as stated last year, "one great object of the new School Act was to make our Public Schools more directly and effectively subservient to the interests of agriculture, manufactures and mechanics."

2. In my first special report on "A System of Public Elementary Education for Upper Canada," printed by the Legislature in 1846, I stated the institutions necessary for these purposes; and in the concluding remarks of two recent annual reports I have expressed strong convictions on the subject. "When we consider the network of railroads which are intersecting, as well as extending from one end to the other of our country, the various important manufactures which are springing up in our cities, towns and villages, and the mines which are beginning to be worked, and which admit of indefinite development, provision should undoubtedly be made for educating our own mechanical and civil engineers, and chief workers in mechanics and mines; but I here speak of the more elementary part of the work of practical education, which should be given in the ordinary Public Schools."

I.—PRELIMINARY SUGGESTIONS IN REGARD TO THE AMOUNT OF AND THE WAY IN WHICH INSTRUCTION IN SCHOOLS SHOULD BE GIVEN.

The Superintendent of the State of Maine, in his last report, asks and answers the following questions in regard to a course of study for our Public Schools:

1. "What (he asks) shall be taught in our Common Schools?—*Answer.* Those things necessary to our children as men and women. When shall the several branches be taught?—*Answer.* As fast as their faculties of sensation, perception and reasoning develop. How shall they be taught?—*Answer.* In the order of development of the child-faculties, and with all the allurements possible to the inventive powers of the adult mind."

* *Report of Inquiry in regard to Schools of Technical Science.* By Doctors Hodgins & Machattie, pp. 18, 19

2. Dr. Lyon Playfair also answers the latter question in the following forcible language: "The pupil must be brought in face of the facts through experiment and demonstration. He should pull the plant to pieces, and see how it is constructed. He must vex the electric cylinder till it yields him its sparks. He must apply with his own hand the magnet to the needle. He must see water broken up into its constituents parts, and witness the violence with which its elements unite. Unless he is brought into actual contact with the facts, and taught to observe and bring them into relation with the science evolved from them, it were better that instruction in science should be left alone. For one of the first lessons he must learn from science is not to trust in authority, but to demand proof for each asseveration. All this is true education, for it draws out faculties of observation, connects observed facts with the conceptions deducted from them in the course of ages, gives discipline and courage to thought, and teaches a knowledge of scientific method which will serve a lifetime. Nor can such an education be begun too early. The whole yearnings of a child are for the natural phenomena around him, until they are smothered by the ignorance of the parent. He is a young Linnæus roaming over the fields in search of flowers. He is a young conchologist or mineralogist gathering shells or pebbles on the sea shore. He is an ornithologist, and goes bird-nesting; an ichthyologist, and catches fish. Glorious education in nature all this, if the teacher knew how to direct and utilize it. The present system is truly ignoble, for it sends the working man into the world in gross ignorance of everything he has to do in it. The utilitarian system is noble in so far as it treats him as an intelligent being who ought to understand the nature of his occupation, and the principles involved in it. If you bring up a ploughman in utter ignorance of everything relating to the food of plants, of every mechanical principle of farm implements, of the weather to which he is exposed, of the sun that shines upon him, and makes the plants to grow, of the rain which, while it drenches him, refreshes the crops around, is that ignorance conducive to his functions as an intelligent being? All nations which have in recent years revised their educational systems, have provided a class of Secondary Schools for the industrial classes, especially devoted to teach them the principles of science and art relating to their industries. Holland compels every town of 10,000 inhabitants to erect such schools."

3. The Superintendent of the State of Kansas makes the following highly suggestive remarks on this subject:

"A practical education is by far the best. Close observation in everyday life leads to this. Inquiry and observation are encouraged by visiting with the pupils the telegraph office, the printing office, the book-bindery, mills and factories of all kinds, the foundry and machine shops. Attention should be called to the points of interest, and the working of the machinery fully explained, together with the practical utility and importance of each particular avocation, their mutual dependence upon each other, and their general influence upon society. Such visits give the pupil a much better idea of the manner in which the various departments of business are conducted, and of the operation of the machinery, than all the apparatus that can be found."

II.—REFORM IN THE MODE OF TEACHING IN THE PUBLIC SCHOOLS.

A recent writer, (Prof. Allen, of Pennsylvania,) in an essay on "Reform in Primary Teaching," points out in graphic language the defects in the mode of dealing with "children in the School-room." He summarizes a few practical suggestions on the subject as follows. His "new departure" consists:—

1. In dividing School life into two periods, known respectively as the *how* or fact period, and the *why* or philosophical. Instruction during the first period consists in giving processes, familiarizing tables, acquiring rapidity and accuracy in performing, and should be wholly, or nearly so, conversational.

2. As all studies in the School-room may be classed under the three heads of language, mathematics and natural science, and as the elements of all physical and natural science *should be taught to the youngest child* that enters the School, every child should have daily one lesson in language, one in mathematics, and one in science.

3. Instruction should first be given in how to properly use the senses, that they may

convey to the mind accurate knowledge, properly certified to or tested. Very much attention should be given to securing greater accuracy of the perspective faculties.

This embraces three studies, all that any pupil at any time of life ought to pursue. In connection with this, drawing, writing and music come in, not as studies; but as changes, which is, in the true sense of the word, rest.

4. The *spoken* instead of the *written* word should *first* be taught. No attention or time should be given during this first period to teach the letters or figures. Words should be printed or written (better the latter) simply as forms or as pictures are made. These may be taken from wall cards, or from lessons put upon the board by the teacher. As spelling would not be used did we not write, and as we use it properly only in writing, spelling should not be taught until writing is learned, and oral spelling should never be used as a process for teaching spelling.

As words should be taught before letters, the time will not be long before the letters and figures will be known by the pupils, and you will have been saved a vast amount of vexatious, tedious, and patience-trying work, and the pupil will have been saved that rough, stony and thorny path over which the most of us have trodden in sorrow. They will have picked up these little waifs or integral parts of language the natural way.

If we desire to teach language efficiently and correctly, we must bear in mind that habits of speech are caught much more easily and readily than taught.

5. Physical science should be taught by bringing the subjects and things of which they treat as far as possible into the presence of the child. Let his eyes see and his hands feel the subjects and things presented. In doing this every School-room becomes a miniature museum. I should like to exhibit such an one as I now have in mind, collected entirely by the children of the School. In thus studying these subjects the child is brought in direct contact with the material with which he daily meets and has to do with in after life. His vocabulary is increased, as well as his knowledge of the meaning and spelling of words. All his exercises should be written.

6. No Primary School ought to be open for a longer period each day than four hours, and the rooms should be so arranged and such fixtures furnished as will allow the pupil to be standing or sitting, as he may desire. Children thus situated, it is found, seldom sit. This is nature's plan.

7. None but experienced teachers and those of much learning and culture, ought ever to be placed in Primary Schools. Consequently the primary teacher ought to have a higher salary than in any other grade.

8. The Superintendent of the State of Maine, in an instructive paragraph of his last report, thus gives the result of his own experience on the best mode of "keeping children employed in school." He says:—

"During the last winter I endeavoured, by visiting the schools, and by public lectures, to solve the question, How shall young children be kept busy in their studies so as to render them interested and profited by them? While visiting the schools, I noticed that from one-half to two-thirds of the children were idle a large portion of the time. To remedy this state of things, and feeling that the time of these children is as valuable as it ever will be, I devised a course of exercises by which the children could be employed while the teacher might be engaged in other duties. I therefore introduced scrip-hand writing on the blackboard and on their slates. Contrary to the generally received opinion, young children will learn scrip-hand more easily than the printed forms of the letters. Little children delight in imitating the older ones, and whenever I presented the subject to the young children, they bounded to the work with the most intense pleasure. Many teachers have pursued the course with most interesting results. It places a new power in the hands of both teacher and pupil, and gives the children something to do. My cardinal motto in this, as in other work, has been, that children love to do things when they know how to do them.

"Other exercises in arithmetic, spelling, drawing and geography, were introduced, so that under skilful management a large proportion of the time could be employed not as a compulsory exercise, but one in which the children delighted to engage. I deem these as vital points in advancing the condition of our schools; and I notice that in proportion as teachers have taken hold of these matters, have their services been in demand and higher wages obtained."

III.—SHORTER SCHOOL HOURS, AND NOT SHORTER PROGRAMME.

The suggestion as to a school-teaching day of four hours above has many able advocates. The State Superintendent of Kansas, has collected their opinions on the subject, and thus introduces them :—

"Now, if it be true, that the voluntary attention of children under ten years of age cannot be retained, without detriment, longer than fifteen or twenty minutes at one time, on any given subject, and we believe it is, not only from our own experience, but from the observations of distinguished educators, both in this country and in Europe, then, the hours of study in our Schools should be shortened.

A law reducing a School-day to four hours, instead of six, as at present, would be a great blessing, not only to the children in School, but to the cause of education in general. A session of two hours in the forenoon, and two in the afternoon, with a recess of fifteen minutes in the middle of each for all the pupils in the School, and a recess of ten minutes in the middle of each subdivision for all the children under ten years of age, would make a judicious subdivision for study and relaxation under the four-hour system. It is sincerely believed that with the diminished time in School, and recesses as indicated, the pupils will learn more in a given time, and retain what they do learn, better than they possibly can with longer sessions. Then why protract the School sessions till every child is completely worn out and disgusted with every thing that pertains to books, school and education, when his whole nature revolts at the very thought of this wicked and unwise course of action? The surroundings and appliances of the School-room, the comfort and conveniences of the furniture, and the time for study and relaxation; in short, everything should be conducive in the highest degree to calm, quiet study."

E. Chadwick, Esq., C. B. of England, has written a very remarkable pamphlet, containing a statement of facts that ought to command the attention of the civilized world. It was published pursuant to an address of the House of Lords.

Mr. Chadwick says: "Struck by the frightful disproportion between the powers of childish attention and the length of School hours, he had directed questions to many distinguished teachers on the subject." For instance:

Mr. Donaldson, head master of the training college of Glasgow, states that the limits of voluntary and intelligent attention are with children of from five to seven years of age, about 15 minutes; from seven to ten years of age, about 20 minutes; from ten to twelve years of age, about 55 minutes; from twelve to sixteen or eighteen years of age, about 80 minutes, and continues; "I have repeatedly obtained a bright voluntary attention from each of those classes five or ten or fifteen minutes more, but I observed it was at the expense of the succeeding lesson."

The Rev. J. A. Morrison, rector of the same college, speaking on the same subject, says: "I will undertake to teach one hundred children in three hours a day, as much as they can by possibility receive; and I hold it to be an axiom in education, that no lesson has been given, till it has been received; as soon, therefore, as the receiving power of the children is exhausted, anything given, is useless, nay, injurious, inasmuch as you thereby weaken instead of strengthen the receiving power. This ought to be a first principle in education. I think it is seldom acted on."

In Denmark children may attend School one part of the day, and work the other part. A School-house in Copenhagen is furnished for a thousand children; one session is held in the morning, a thousand attending; in the afternoon a second thousand attend, both Schools being under the same general management. This system secures a happy union of bodily and mental exercise. It is profitable whether considered in an intellectual, moral or pecuniary point of view, and is based on sound principles. Experience proves that a few hours of mental labour is better for the educational progress of the student, than of a whole day of forced application to books, as was the custom in early times.

IV.—RESULTS OF THE SHORT HOURS SYSTEM.—EXAMPLE.

The report of the Schools in Boston furnishes the following illustrative example of the short hour system:—

"There is one peculiarity in the management of the Woburn High School which, for

several reasons, is worthy of special consideration. The 'half-day system,' which has been in operation there for several years, requires the attendance of the pupil but one-half of each day, provided he has faithfully performed his duties. It is thought that this system has a good influence upon the character of the pupil, as it increases his self-reliance, and cultivates a feeling of responsibility; upon his health, also, as during the time in which he is preparing his lessons he escapes the necessary restraint of the school-room and its vitiated atmosphere; and upon his mind, as undisturbed by the distracting influences that are unavoidable in a large school, he can accomplish much more in the same time, and with much more satisfaction. It is an economical arrangement, also. Says the Superintendent: 'The present High School house was intended to accommodate ninety pupils. With this system it will accommodate just twice that number.' (One half attending in the morning and the other half in the afternoon.) 'Hence, it is to-day, saving an expenditure of from twenty to thirty thousand dollars in the erection of a new High School building.'

The results of this system are so entirely satisfactory to all parties interested, and its advantages so obvious, that I would commend it for adoption in those towns whose citizens are not prepared to incur the expense of erecting new High School buildings, or of enlarging existing ones, to accommodate the increasing number of pupils prepared to enter upon the High School course of study."

V.—WRITTEN EXAMINATIONS AS AN EDUCATIONAL HELP.

In the opinion of most educators, the system of written examinations is found to be a most valuable help in the process of education. The State Superintendent of Minnesota thus writes, and his opinions are endorsed by the teachers of his State in the resolution below. He says:—

"There is no exercise in which pupils can engage that will be a source of more profit to them, or of greater satisfaction to teachers and parents than this work. Nothing would be of more lasting benefit to all classes in our High and graded Schools than to have daily drills in expressing their ideas on paper, taking for a subject some of their regular lessons. By this means lasting benefit will accrue to the pupil by enabling him to express his ideas clearly and readily. The teacher in correcting the work, should do it, not only in respect to the pupils knowledge of the subject, but also in relation to the knowledge exhibited in the use of capital letters, punctuation, penmanship, spelling, neatness of paper, and style of expression. This matter of written examinations was discussed in the last convention of county superintendents to urge upon teachers of all grades its great importance. No one will, I think, over estimate the importance of this work, who knows how much difficulty the pupils in our best schools, find in expressing their ideas on paper, even when writing on a subject with which they are best acquainted. Any one who can do well in a written examination can do well in an oral one. But often, those who recite well, orally, show very many errors as soon as they answer questions on paper."

"*Resolved*, That we heartily approve and recommend the practice of frequent written and oral examinations in our Public Schools, and that we deem it essential to the best interests of all our Schools that such examinations be had at least as often as once a month."

VI.—OBJECT TEACHING AS AN INTRODUCTION TO PRACTICAL SCIENCE IN THE SCHOOLS.

As "Object Teaching" is a most valuable mode of introducing the study of practical science into the Schools, I think it well briefly to state the principles on which it is based, and to notice an interesting fact relating to our Depository in connection with its adoption in the neighbouring State of New York, taken from the Report of the State of Iowa. The Report says:—

"In the history of education no era is more distinguished than that which Pestalozzi introduced. This great philanthropist and educator originated the most signal reform in the training of young minds—the most radical, far-reaching, and philosophical that has ever been undertaken by man. Like all noted characters who stand for the ruling ideas of the age in which they live, he 'buildd wiser than he knew.' He started on the assumption that all methods of education to be normal, should be natural, and immedi-

ately put his own hand to the work of revolutionizing the systems of instruction he found around him. This idea he would make supreme. The child is pre-eminently a creature of sense : it lives in the objects around it, and therefore those objects, and not dry abstract names and propositions, should be the material of its study.

"Things and not words, that was the motto. Give the child what it can see, and hear, and feel ; and from the known properties of such objects it will ascend by the common route of all true discovery to other attributes which are yet to be known. Pestalozzi plied his contemporaries with the question, how in the first instance is the area of human knowledge extended in any line of research whatever. Since the days of Bacon men were asking Nature questions, and she never had failed to respond eventually to their inquiries. And now the theory was, that the children, under the direction of a competent teacher, should make up their own discoveries in some way.

"The idea took entire possession of Pestalozzi, and henceforth his whole life was given up to the work of drawing out and elaborating his scheme. It is a significant fact that his own efforts towards realizing his plan were for the most part a series of diversified experiments with the most disheartening and unsatisfying results. Failure followed upon failure, and yet his enthusiasm and depth of conviction only gathered fire and intensity from each successive disappointment. He organized schools and wrote books ; indeed he sacrificed all he had and his life in the great reform.

"It will suffice to say that the system he inaugurated spread itself rapidly throughout the European States, and extended itself into our own country. It practically gave Prussia its peerless system of Public Schools which has been the pole-star of educationists in all other parts of the civilized world. Whatever of superiority that system has, it was directly to the infusion of Pestalozzianism in it and the new moral impulse which the whole work of popular instruction received through that movement. Commending itself to the great minds of all countries, it was transplanted, almost within the life-time of its founder, to Prussia, Germany, Sardinia, Greece, Denmark, England, and many of the colonies of Great Britain, and through the munificence of William MacClure, and the labours of Jas. Keef, a disciple of Pestalozzi, it gained a foothold in 1809 on American soil, through a systematic, though somewhat inauspicious, effort in the City of Philadelphia."

The Report thus speaks of the introduction of "Object Teaching" into New York from the Educational Depository of Ontario :—

"The system was introduced and modified in adaption to the Anglo-Saxon mind and character in the best schools of Canada, and the celebrated Normal and Model Schools of Toronto. These Schools were visited by Prof. E. A. Sheldon, of Oswego, New York, who incidentally found in the Depository there the books published by the 'Home and Colonial Society' on elementary instruction ; these he brought home with him, together with pictures, and other apparatus used in illustrating the lessons, and such practical hints in organization and method as those promising Schools afforded. There soon sprung up in Oswego, under the enterprising and persistent labours of this indefatigable educator, an Institution, which, until the present time, has maintained the character of being the great centre of objective teaching in the United States. Thence, in all directions, in Schools of all sorts, Normal Schools, Schools of applied science, Institutes, Teachers' Associations, Academies, Colleges, indeed everywhere, the system has taken more or less root. In the Public Schools, especially the whole system of primary instruction has been revolutionized by the introduction of these methods, and the higher departments of our graded School system have felt the same refashioning influence to an extent scarcely less perceptible."

VII.—NECESSITY FOR TEACHING PRACTICAL SCIENCE IN THE SCHOOLS—EXAMPLES.

I have already referred to the necessity, founded upon our own experience and deficiencies, for introducing the new subjects of study into our Public Schools. I have shown that the springing up and growth of various kinds of manufactures and industries among us have compelled the Department to suggest means—even at a later period in our educational history than it should have been done—by which we should be able to produce skilled artizans among ourselves. Judged by the experience and example of their educating states and countries, our Legislature—though a little behind time—has wisely

provided and required that the elements of the natural sciences shall be taught in our Public Schools. I shall now give a few of those illustrative examples, in order to show that other countries, whose educational system can boast of no higher degree of efficiency than ours, whose industrial necessities are no greater, and the intelligence of whose people is not beyond that of ours, have even gone further in this direction than we have thought of doing.

Example of the State of Illinois.

In the much younger state of Illinois—whose wilds were even first explored by white men from Canada—the Legislature has by enactment declared that

"No teacher shall be authorized to teach a Common School who is not qualified to teach the Elements of the Natural Sciences, Physiology and the Laws of Health, in addition to the branches previously required."*

The Superintendent of Public Instruction in that State (Hon. N. Bateman), in his official circular to County Inspectors, of May last, thus defines, with great judgment and propriety, the limits to which these subjects shall be taught in the Schools. He says :

"The 8th section of the Act provides that, 'the State Superintendent of Public Instruction shall make such rules and regulations as may be necessary and expedient to carry into *efficient and uniform* effect the provisions of this Act.' The duty, therefore, of so construing the provision in respect to the natural sciences as to give it practical effect, devolves upon the State Superintendent, and he must perform it as best he may ; and the conclusions reached by him, in the premises, must govern and be observed by all concerned throughout the State, to the end that '*efficient and uniform effect*' may be given to the provisions in question."

• *Botany*.—"In seeking a proper solution to this enquiry, as to which of the many departments and branches of study included in the general term, "natural sciences," shall be designated and prescribed ? I have given prominence to the observed facts and tendencies of the childish nature, and tried to find and follow the path thereby indicated ; considering it safe and logical to have teachers begin their preparation with those departments of science towards which children manifest the earliest and most spontaneous inclination. Passing physiology and hygiene, concerning which there is no option, is not the *Love of Flowers* an almost instinctive and universal sentiment of childhood ? Who can describe the irrepressible delight of the little ones, wandering among the violets and roses over the soft verdure of lawn and meadow, or beneath the leafy draperies of the bright green woods ? What would be thought of a child, sound in body and mind, who should not love these things ? If this be a postulate of the youthful nature everywhere, does it not point unmistakably to Botany, as one of the first, if not the very first, of the natural sciences towards which the inquisitive, beauty-loving and knowledge-craving spirit of the child should be intelligently directed ? I think it does.

Natural History.—"And where does the law of 'natural selection' next lead the little children—where do they love best to turn for enjoyment and curious scrutiny when weary of their treasures of plants and flowers—where, but to Pussy and Towser ; to Pony and Brindle ; to the soft-eyed calves and frisking lambs ; to the matronly hens with their noisy broods, and the gay-plumaged birds, hopping and twittering in bush and tree ? Are we not still in the plain, beaten path of a universal truth—a common experience ? do children tire of watching those wonderful creatures, noting their motions, habits and ways ? This, then, is another postulate of the youthful nature which it cannot be unwise to seize upon and turn to account, and it points to Zoology.

• *Mechanics*.—"Next to these two forms of life, as seen in the growth of plants and animals, the predilections of children are not so spontaneous and uniform. But the thread of observation will still guide us to one more selection. When tired, for the time, of its plants and flowers, and of its living pets, the average child will turn to its toys—examine their parts and structure, ask how they are made, their uses and materials, meantime testing their strength and endurance in numerous unthought of ways—taking them to pieces, or breaking them in pieces, to see what is inside, and to try their powers of recon-

* The State Superintendent thus defines the meaning of the term *Elements*. He says : "The '*Elements*' of a Science are its fundamental principles, its rudiments, its primary rules, laws and facts ; the simplest and most essential things involved in a knowledge of it."

struction. The little experimenter goes on from one mechanical device to another, until his strength and skill are exhausted and baffled, or rewarded with success. Long before he has even heard the names of the Six Machines of Science, he is familiar with the practical operation of nearly all of them, and ready for further instruction. The blandishments of music, the wonder-working powers of light and heat, and the red bolts leaping from the dark bosom of the storm-cloud, have all been observed with awe or delight, while yet the words *acoustics*, *optics*, *caloric* and *electricity*, were to him without sense or meaning. The branch of Physics that shall satisfy him with its grand revelations upon all these subjects, is Natural Philosophy."

2. *Example of the State of Wisconsin.*—In the equally young State of Wisconsin the law also provides that: "The State Superintendent of Public Instruction shall, before each examination held under the provisions of this Act, appoint three competent persons, residents of this State, who shall constitute a State Board of Examiners, and who shall, under the rules and regulations to be prescribed by the said Superintendent, thoroughly examine all persons desiring State certificates in the branches of study in which applicants are now required to be examined by County Superintendents for a first-grade certificate, and in such other branches as the State Superintendent may prescribe."

The branches of Study in Natural Science, &c., to which the Act refers, and in which applicants are now required to be examined, are:—

"The elementary principles of Natural Philosophy, Physiology, Botany, Zoology, Chemistry, Geology, Political Economy and Mental Philosophy."

VIII.—IMPORTANCE OF TEACHING ELEMENTARY SCIENCE IN THE PUBLIC SCHOOLS.

1. Dr. Lyon Playfair, in an address before the Social Science Congress in England, thus deplores the absence of provision for teaching elementary science in the Schools:—

"The educational principle of Continental nations is to link on primary schools to secondary improvement schools. The links are always composed of higher subjects, the three R's being in all cases the basis of instruction; elementary science, and even some of its applications, is uniformly encouraged and generally enforced. But as we have no schools corresponding to the secondary improvement schools for the working classes, we suppose we can do without, used as links. No armour plate of knowledge is given to our future artizan, but a mere veneer of the three R's, so thin as to rub off completely in three or four years of the wear and tear of life. Under our present system of elementary teaching, no knowledge whatever bearing on the life-work of a people reaches them by our system of State Education. The air they breathe, the water they drink, the tools they use, the plants they grow, the mines they excavate, might all be made the subjects of surpassing interest and importance to them during their whole life; yet of these they learn not one fact. Yet we are surprised at the consequences of their ignorance. A thousand men perish yearly in our coal mines, but no school-master tells the poor miner the nature of the explosive gas which scorches him, or of the after-damp which chokes him. Boilers and steam-engines blow up so continually that a Committee of the House of Commons is now engaged in trying to diminish their alarming frequency; but the poor stokers who are scalded to death, or blown to pieces, were never instructed in the nature and properties of them. In Great Britain alone more than one hundred thousand people perish annually, and at least five times as many sicken grievously, out of pure ignorance of the laws of health, which are never taught them at school."

2. In regard to the study of Natural Science in the Schools, the Royal Commissioners appointed to enquire into systems of Schools, say:

"We think it established that the study of Natural Science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of language and mathematics, and provides much instruction of great value for the occupations of after-life."

IX.—THE STUDY OF NATURAL HISTORY IN THE SCHOOLS.

1. On the interest which can be excited in children in the study of Natural History, I can add little to the suggestive remarks of the Superintendent of the State of Illinois,

(on page 43). But in further illustration of the subject, I would add a few words by Professor Agassiz, formerly a distinguished teacher in Switzerland, latterly a more distinguished professor in the United States. In an address at an educational meeting in Boston, "On the desirability of introducing the study of Natural History into our Schools, and of using that instruction as a means of developing the faculties of children, and leading them to a knowledge of the Creator," Professor Agassiz observes:

"I wish to awaken a conviction that the knowledge of nature in our day lies at the very foundation of the prosperity of States; that the study of the phenomena of nature is one of the most efficient means for the development of the human faculties, and that, on these grounds, it is highly important that this branch of education should be introduced into our Schools as soon as possible. To satisfy you how important the study of nature is to the community at large, I need only allude to the manner in which, in modern times, men have learned to control the forces of nature, and to work out the material which our earth produces. The importance of that knowledge is everywhere manifested to us. And I can refer to no better evidence to prove that there is hardly any other training better fitted to develop the highest faculties of man than by alluding to that venerable old man, Humboldt, who was the embodiment of the most extensive human knowledge in our day, who acquired that position, and became an object of reverence throughout the world, merely by his devotion to the study of nature. If it be true then that a knowledge of nature is so important for the welfare of States, and for the training of men to such high positions among their fellows, by the development of their best faculties, how desirable that such a study should form part of all education! And I trust that the time when it will be introduced into our Schools will only be so far removed as is necessary for the preparation of teachers capable of imparting that instruction in the most elementary form. The only difficulty is to find teachers equal to the task, for, in my estimation, the elementary instruction is the most difficult. It is a mistaken view with many that a teacher is always efficiently prepared to impart the first elementary instruction to those entrusted to his care. Nothing can be further from the truth; and I believe that in entrusting the education of the young to incompetent teachers, the opportunity is frequently lost of unfolding the highest capacities of the pupils, by not attending at once to their wants. I have been a teacher since I was fifteen years of age, and I am a teacher still, and I hope I shall be a teacher all my life. I do love to teach; and there is nothing so pleasant to me as to develop the faculties of my fellow-beings who, in their early age, are entrusted to my care; and I am satisfied that there are branches of knowledge which are better taught without books than with them; and there are some cases so obvious, that I wonder why it is that teachers always resort to books when they would teach some new branch in their schools. When we would study Natural History, instead of books let us take specimens—stones, minerals, crystals. When we would study plants, let us go to the plants themselves, and not to the books describing them. When we would study animals, let us observe animals."

2. Thomas Carlyle wrote: "For many years it has been one of my constant regrets, that no schoolmaster of mine had a knowledge of Natural History, so far, at least, as to have taught the little winged and wingless neighbours that are continually meeting me with a salutation which I cannot answer, as things are. Why didn't somebody teach me the constellations too, and make me at home in the starry heavens which are always overhead, and which I don't half know to this day? But there will come a day when, in all Scottish towns and villages, the schoolmasters will be strictly required to possess such capabilities."

3. The Superintendent of Public Instruction in the State of Kansas, thus points out a practical and suggestive way of interesting children in the study of Natural History. He says:

"Excursions to the fields and woods, to the hill sides and deep valleys, afford an excellent opportunity for observing and studying nature in her various departments. The pupils should be encouraged to collect and preserve specimens of the different varieties of plants. Every variety of mineral, from the most common clay to the gem, specimens of rocks and mineralized animal and vegetable remains. They will soon learn that an abundance of shells, in a fossil or petrified state, are found in limestone; of vegetables in sandstone, slate, clay, etc.; and numerous bones, and even whole skeletons of quad

rupeds, birds, amphibious animals, fishes and also insects, occur in rocks of various descriptions.

"The formation of cabinets, herbaria and aquaria, should be encouraged in every School. An aquarium in a school-room is a source of never-ending interest. It opens a new department in nature hitherto but little studied. Nature always rewards her closest students with the most signal success. The most important discoveries have been made by men whose early lives were spent in a close observance of nature. In this extensive range of subjects the teacher will easily discover the peculiar taste and aptitude of his pupils. Let them be encouraged in that department in which the God of Nature has designed them to work. It is solemnly believed that ninety-nine hundredths of all the difficulties incident to the home circle and the school-room arise from the persistent efforts of parents and teachers to force children to disregard nature's teaching. It is not the province of the educator to make mind, nor to prevent or distort it, but to lead it out, to develop it by timely assistance. Independent individual thought, study and exertion develop that originality of mind which boldly leaves the old beaten paths of science and fearlessly strikes out into new and unexplored fields, to reap the rich rewards in store. Mental impressions in early life are hard to obliterate. How important, then, that the susceptible mind be thoroughly imbued with the love of order, right and justice; with respect for equity, good government and rightful authority."

X.—DRAWING : ITS IMPORTANCE AND VALUE IN OUR SCHOOLS.

1. So important and necessary was drawing (which is now prescribed in our Schools), felt to be, as a branch of learning, that in 1870, the Legislature of Massachusetts passed the following law on the subject :

"The General Statutes are hereby amended so as to include drawing among the branches of learning which are by said Section required to be taught in the Public Schools.

"Any City or Town may, and every City and Town having more than ten thousand inhabitants shall, annually make provision for giving free instruction in Industrial or Mechanical Drawing, to persons over fifteen years of age, either in day or evening schools, under the direction of the School Committee,"

2. On the operation of this enactment, the Board of Education for the State of Massachusetts remarks :

"A special agent (W. Smith, Esq., Art Master of Leeds, England), was appointed by the Board in July, 1871, as director of Art Education, and is now engaged in the work of aiding in the carrying out the requirements of the law of 1870, relating to the teaching of drawing in the public schools. * * His labours thus far, have met with gratifying success." * * It is now admitted by all who have examined the subject, that every one who can learn to write can learn to draw, and that *drawing is simpler in its elements and can be more easily acquired than writing*. Special instructors are no more required for drawing than for writing and arithmetic. Teachers must learn and teach elementary drawing as they learn to teach other branches. *It has been found abroad that teachers can acquire a sufficient knowledge of drawing without any great sacrifice of time or patience.*"

The Hon Henry Barnard, so well known as a leading educationist, in the United States, thus speaks of the ease in which children can be instructed in drawing :

"Drawing should be taught in every grade of our Public Schools. The first instinct or inclination of the child is to handle the pencil, and 'draw something.' The sparks of what may be 'that sacred fire,' should not be smothered, but fanned into a flame. Drawing is the alphabet, or rather the language of art; and when this is understood, the child is the possible sculptor, painter, or architect. Instruction in these elements of art, corrects the taste and gives the hand skill; it gives the trained, artistic eye which detects the incongruous, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, harmonious, and symmetrical, never escape.

"The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our public schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms."

4. The Board of Education in Lowell, Massachusetts (a well-known manufacturing town), thus summarizes the value and importance of drawing in the Schools :—

“The importance of drawing, as a branch of public instruction, has been recognised in the manufacturing countries of Europe for a long time ; which fact has given them great advantage in the manual arts. Sixty years ago, the great Napoleon caused drawing to be made a prominent study in the schools of France ; the success of the artisans of that country in decorative and ornamental productions is one of the results, bringing immense wealth to its shores from other lands, our own paying no small part.

“In Germany the teaching of drawing has been universal for generations. A teacher who could not draw and teach drawing, would no sooner be employed in one of her schools than one who had not learned to read and write. This training shows itself in the superior skill and accuracy of the German soldier, and it adds vastly to the value of the German mechanics, enabling them, in some parts of our country, to get from fifty cents to a dollar a day more than workmen of equal merit in other respects.

“At the World's Exhibition, in London, in 1851, with respect to manufactures requiring artistic skill, England stood lowest but one among the countries represented, and the United States stood lowest of all. The educators of England, aided by the manufacturers, immediately caused drawing and artistic schools to be established in all the large towns of the kingdom, for the training of her workmen and workwomen. The result was, that at the Paris Exhibition, sixteen years later, England advanced from next to the foot to the first place on the list. Is mortification any adequate name for the feeling with which we learn that the United States continued complacently at the foot ?

“A change has commenced, the educators of the country having been aroused in all directions. Cincinnati employs six public drawing teachers, at an expense of \$5,700. New York, San Francisco, Philadelphia, Brooklyn and Chicago have made this branch a part of their school instruction in all grades, and now our old commonwealth has introduced it by law into all her five thousand Public Schools.

“We may expect results at least equal to those reached in England, and may have a reasonable hope that sixteen years hence we shall have disappeared from our accustomed place at the foot of the list. We speak of drawing only as applied to training the hand and eye for industrial purposes, for that is, we think, its valuable feature as a branch of public education.

“Drawing is the written language of the eye, even as words are the written language of the brain. It is especially the language of mechanic art. Constant difficulty is experienced for want of workmen who can even read this language—that is, who can work from a drawing or plan without constant explanations, which machinists say is the cause of no small loss in dollars and cents to both employers and employed, and consequently to the community at large. It is therefore from this point of view that public educators are at present called to regard the subject, leaving higher walks of art to be considered in future years.”

5. The English Commissioners in their report thus summarize the opinions of those gentlemen examined by them in regard to the subject of Drawing. They say :

“Mr. Stanton remarks that ‘whether we regard it as a means of refinement, or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or again as of direct utility for many professions and trades, it is equally admirable.’ Dr. Hodgson stated it as his opinion that ‘drawing should be taught to every child as soon as he went to school, and added that it was already taught to all the boys (nearly 1,000) in the Liverpool Institute.’ From Mr. Samuelson's letter to the Vice-President of the Committee of Council on Education, drawing appears to be always regarded as a most important subject of instruction in the technical schools on the Continent ; and the bearing of this on the excellence ascribed to the foreign artisans and superintendents of labour cannot be mistaken.”

6. Hon. Joseph White, Secretary of the Board of Education of Massachusetts, commending the efforts made in the State to introduce drawing, very emphatically observes—

“Let these schools be opened in all our manufacturing towns, and we may expect to find—

“I. A great improvement in respect to the taste and skill exhibited in the various products of industry.

"II. A rapid multiplication of valuable labour-saving machines.

"III. And, better than all, an increase of the numbers and a manifest advance in the intellectual and moral condition and character of the artisans themselves. In proportion as the intellect asserts its sway over mere force, as the cultivated brain controls the hand, labour ceases to be a drudgery, and becomes a pleasure and delight; it is no longer a badge of servility, but an instrument of power."

"These recommendations (says Mr. Eaton, U.S. Commissioner of Education) are worthy of being repeated throughout the country for the benefit of every manufacturing town. Indeed the efforts for the training of mechanical skill are so rapidly spreading in all civilized lands that only by a corresponding attention to these elements of instruction can our manufacturers hope to compete with those in other quarters of the globe."

7. Hon. B. G. Northrop, Secretary of the Board of Education in Connecticut, says:—"In Central Europe, technical education is provided for; almost every trade has its school, and they contribute largely to the thrift of Germany and Switzerland. The universality of instruction in drawing is a marked feature; and I urge upon all superintendents and those in authority to have drawing introduced alongside of geography and arithmetic."

8. In his valuable work "In the School-room" Professor John S. Hart thus illustrates, by a striking example, the importance of drawing in our public schools:—

"When it comes to skilled labour between the educated and the ignorant is apparent. An intelligent mechanic is worth twice as much as one ignorant or stupid.

"Many years ago a very instructive fact on this point came under my own personal observation. A gentleman of my acquaintance had frequent need of the aid of a carpenter. The work to be done was not regular carpentry, but various odd jobs, alterations and adaptations to suit special wants, and no little time and materials were wasted in the perpetual misconceptions and mistakes of the successive workmen employed. At length a workman was sent, who was a German, from the Kingdom of Prussia. After listening attentively to the orders given, and doing what he could to understand what his employer wanted, Michael would whip out his pencil, and in two or three minutes, with a few lines, would present a sketch of the article, so clear that any one could recognise it at a glance. It could be seen at once, also, whether the intention of his employer had been rightly conceived, and whether it was practicable. The consequence was that so long as Michael was employed there was no more waste of materials and time, to say nothing of the vexation of continued failures. Michael was not really more skilful as a carpenter than the many others who had preceded him; but his knowledge of drawing, gained in a common school in his native country, made his services worth from fifty cents to a dollar a day more than those of any other workman in the shop, and he actually received two dollars a day when others in the same shop were receiving only a dollar and a quarter. He was always in demand, and he always received extra wages, and his work, even at that rate, was considered cheap.

"What was true of Michael in carpentry would be true of any other department of mechanical industry. In cabinet-making, in shoe-making, in tailoring, in masonry, in upholstery, in the various contrivances of tin and sheet-iron with which our houses are made comfortable, in gas-fitting and plumbing, in the thousand and one necessities of the farm, the garden and the kitchen, a workman who is ready and expert with his pencil, who has learned to put his own ideas or those of another rapidly on paper, is worth fifty per cent more than his fellows who have not this skill."

XI.—TECHNICAL EDUCATION: ITS PURPOSE AND OBJECT.

This subject is thus defined by the Board of Education in the State of Massachusetts:—

"Technical education is instruction in the peculiar knowledge or special skill required in any business or occupation—the training which will render the talents of the citizen most useful to the state in that particular craft, trade or profession in which he or she is engaged, whether as mechanic, farmer, sailor, engineer, teacher, merchant, architect, minister, doctor or lawyer. As the education of the Common Schools fits the youth for the performance of his general duties as a citizen, so the Technical School prepares him

for the special duties of his trade or profession. Divinity, Law and Medical Schools, for special or technical instruction in those professions, have long been in successful operation."

"A resolve was passed by the last General Court 'relating to technical instruction in schools,' by which the Board of Education was directed to report 'a feasible plan for giving in the Common Schools of the cities and larger towns of this commonwealth additional instruction, especially adapted to young persons who are acquiring practical skill in mechanic or technical arts, or are preparing for such pursuits.'"

It is appropriate, in connection with this part of my Report, briefly to refer to what is being done in other countries to provide for further instruction in elementary and practical science, but at a stage beyond that of our High Schools. The object of this instruction, taken in its most comprehensive sense, is (as just explained) to render the talents of the citizen most useful to the state in that particular craft, trade or profession in which he or she is engaged, whether as mechanic, farmer, sailor, engineer, teacher, merchant, architect, minister, doctor or lawyer. Thus the special technical schools already established in various countries are:—

1. Normal Schools for Teachers.
2. Divinity Schools for Ministers.
3. Law Schools for Lawyers.
4. Medical Schools for Physicians.
5. Art Schools of Painting and Sculpture for Artists.
6. Schools for Civil Engineers and Architects.
7. Chemical Schools for Chemists.
8. Geological Schools for Geologists.
9. Schools of Mines for Metallurgists.
10. Agricultural Schools for Farmers.
11. Schools of Navigation for Sailors.
12. Commercial Schools (or Colleges) for Merchants.
13. Schools of Technology for Artisans, etc., etc.

This latter class of Schools are of quite recent origin in England, the United States, and, I am happy to say, in Ontario also. Early in 1871 the Government of Ontario sent two Commissioners (Drs. Hodgins and Machattie) to the United States to make inquiries "in regard to Schools of Practical Science." As the result of these inquiries, a "College of Technology" was established in Toronto in that year. It is, I believe, quite successful. In France, Switzerland, and in most of Germany, the education of artisans commences when they are boys at school. Experience has shown that this is the proper time to begin this kind of instruction, as boys are remarkably apt in picking up knowledge of this kind (which appeals to their senses); besides, it gives a pleasing variety to the otherwise, and to them, monotonous, routine of school.

The Hon. Henry Barnard, a noted American educationist, thus strikingly refers to this instinct of a boy's nature. He says:

"The first instinct or inclination of the child is to handle the pencil, to 'draw something.' The sparks of what may be called 'that sacred fire' should not be smothered, but fanned into a flame. Drawing is the alphabet, or rather the language, of art; and when this is understood, the child is the possible sculptor, painter, or architect. Instruction in these elements of art corrects the taste and gives the hand skill; it gives the trained, artistic eye which detects the incongruous, the ungraceful, and the ill-proportioned, and which, on the other hand, the graceful, the harmonious, the symmetrical, never escape. The instructed eye derives the same intense delight from the pleasures of sight as the instructed ear from the harmonies of sound. The introduction of this branch of study into our Public Schools will do more than anything else to popularize art, and give the whole people a taste for art in its nobler as well as simpler forms."

XII.—CONNECTION BETWEEN EDUCATION AND INVENTION.

As to the effect of this kind of instruction on the inventive ingenuity of a people, the Hon. B. G. Northrop, Secretary to the Board of Education in Connecticut, gives the following illustrations from his own State:—

"It is plainly due to the former excellence of our schools, and the universality of education among the people, that Connecticut has always taken the lead in the number, variety, and value of its inventions. Our manufactories are relatively more numerous and more diversified in their processes and products than those of any other State. The ingenuity and inventive talent of our people have ever been remarkable, as is shown by the statistics of the Patent Office.

"The whole number of patents granted to citizens of the United States for the year 1871 was 12,511, of which

"To citizens of Connecticut were 667, being one to each 806			
"	"	District, Columbia	136 " " 970
"	"	Massachusetts	1,386 " " 1,051
"	"	Rhode Island	184 " " 1,181
"	"	New York	2,954 " " 1,450
"	"	New Jersey	496 " " 1,827."

PROVISION FOR TEACHING VOCAL MUSIC IN OUR SCHOOLS.

1. Vocal music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the report of the Secretary of the Board of Education in Connecticut, for last year. It will be seen how successfully he combats the statement so often put forth that instruction in vocal music is of no practical use to large numbers of children, because of their inability to sing. He says :

"Music is taught in our best Schools and should be in all. In many instances it has taken its proper place as one of the regular studies. It is the testimony of multitudes of teachers, that music helps instead of hindering progress in other studies. It stimulates the mental faculties and exhilarates and recreates pupils, when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking ; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal music aids in graceful reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful teachers. Trouble in the School-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In primary Schools, gymnastic exercises often accompany the singing. When children are trained to erectness of posture, and to the right use of the vocal organs, speaking, reading and singing are most invigorating exercises ; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs, are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at school. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn music. How is it then that every child in Germany is taught singing as regularly as reading ? But facts may be found nearer home. In late examinations of all the Schools in New Haven, 'only two hundred and forty-eight children out of over six thousand 'were found unable to sing the scale, and one hundred and forty of these belonged to the 'primary grades ;' that is, out of this multitude, only one hundred and eight above the

primary grades could not sing. Superintendent Parish says: 'A systematic course of training the voices of the little ones in the primary rooms, has been commenced. Thus far the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the blackboard, notes on the staff by numerals and syllables with as little hesitation as they call the letters and words of their reading lessons.' In the Hancock School of Boston, of about one thousand girls, less than a dozen were unfitted from all causes for attaining to a fair degree of success in singing. General Eaton, the National Commissioner of Education, and Governor English, when visiting the Schools in New Haven, expressed their surprise and gratification at hearing children in the primary Schools, sing at sight exercises marked on the blackboard by the teacher. 'The exercises are placed on the blackboard in the presence of the scholars, and they are required to sing them once through without the aid of teacher or instrument, and are marked accordingly.'

2. The report of the School Committee of Boston, of the present year, after explaining the system of instruction adopted, and noticing some of the happy effects of musical exercises in the Public Schools, remarks:—

"The primary School is, of all others, the place where instruction in music, if we would ever expect it to attain to anything like a satisfactory result, as a part of our Common School instruction, ought to begin. The child of five or six years can easily be taught the first rudiments of music, and a few plain principles in the management of the voice, if early adopted, and carried up through the lower and intermediate classes; especially if to this were added some instruction in the art of correct vocalization, and the proper management of the registers, greater strength, a more resonant tone, purer intonation, exacter enunciation, precision, ease, fluency of delivery—everything that is improving to the voice would finally result."

3. In an address, delivered before the National Teachers' Association, at Cleveland, Ohio, an eminent teacher and authority says:—

"Music should enter into Common School education, because—

"1st. It is an aid to other studies.

"2nd. It assists the teacher in maintaining the discipline of the School.

"3rd. It cultivates the æsthetic nature of the child.

"4th. It is valuable as a means of mental discipline.

"5th. It lays a favourable foundation for the more advanced culture of later life.

"6th. It is a positive economy.

"7th. It is of the highest value as a sanitary measure.

"8th. It prepares for participation in the church service."

And again:—

"Through the medium of the music lesson the moral nature of the child may be powerfully cultivated.

"Music meets the demands of that nature; it infuses itself into his life; it intertwines itself about his heart, and becomes a law of his being. Hence, his songs may more directly and powerfully than any other agency give tone and direction to his moral character; they may be made the means of cultivating his nationality and patriotism; they may promote a love of order, virtue, truth, temperance, and a hatred of their opposites; they may subserve his religious advancement, implanting lessons at once salutary and eternal."

Regular musical instruction is now incorporated with the school studies of nearly every city and large town in New England and the Northern and Western States, not only with the happiest musical results, but with marked good influences upon the health, general intelligence, capacity for receiving general instruction, and orderly habits of the youth so taught.

FACILITIES FOR GIVING A PRACTICAL COMMERCIAL EDUCATION IN THE SCHOOLS.

As I intimated last year, one of the felt wants in our system of Public and High Schools, has been facilities for giving boys instruction in matters relating to Commercial and business transactions. That want has been supplied; and both in the High and Public School Law, provision has been made for giving pupils instruction in subjects relating to Commercial education. For years this subject has received attention in the Model

School of Ontario, and boys have been thoroughly prepared in book-keeping and other kindred branches, so as to fit them at once for practical work in the counting-house and other departments of mercantile life. The result has been that boys trained there have been much sought after by merchants and others. In the Schools generally, beyond a little theoretical book-keeping, no special attention has been hitherto paid to commercial subjects, but in the new programme of study prescribed for the Schools, pupils are required :

" 1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

" 2. To know the definition of the various account books used. To understand the relation between Dr. and Cr. and the difference between Single and Double Entry.

" 3. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.

" 4. To be able to journalize any ordinary transaction, and to be familiar with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them.

" 5. To be familiar with the forms of ordinary Commercial paper, such as Promissory Notes, Drafts, Receipts for the payment of money, &c.

" 6. In the English Course for the High Schools, pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy."

III.—PROVIDING ADEQUATE SCHOOL ACCOMMODATION.

1. Since the date of my last Report, very much attention has been given to the question of School-house accommodation. The extracts which I have given in Appendix B, from the reports of the County Inspectors, are full of interest on this subject. They show—

- (1.) The actual condition of the School-houses in the rural parts of the country.
- (2.) The laudable desire on the part of most of the trustees and ratepayers to remedy the lamentable state of things which has been pointed out to them.
- (3.) The apathy, timidity, or penuriousness which influence the remainder to do nothing.

2. The operation of the provision of the new law on this subject, as reported to the Inspectors, show therefore that one of the most valuable features of the School legislation of last year was that which provided for increased School-house accommodation. Thinking that it would not be necessary to provide for the trustees and ratepayers to do what was an obvious duty in this respect, no provision was made in the comprehensive School Law of 1850 for this essential part of our School economy, nor was it even embodied in the School Law Amendment Act of 1860, which was designed to remedy certain proved defects in the law. Indeed, not until after twenty years' experience had demonstrated the actual want of some general regulation relating to School-house accommodation being made, did the necessity for a clearly-defined regulation on the subject force itself on public attention.

3. Although some opposition was made, at first, to this most desirable reform, yet on the whole, it has been hailed as a real boon by the vast majority of the trustees. Never was there such singular unanimity on any one subject among the intelligent friends of our improved School system as on this. It has (when proper explanations have been given to the parties concerned) been regarded as a most enlightened step in advance. The provision of the law has been framed, as we think all will admit, in the interests of humanity, cleanliness, order and decency. It is true that in many cases a thoughtless apathy or inattention alone had prevented anything from being done to improve the condition of the School premises ; but, in other cases, timidity on the part of the trustees, or the fear of taxation on the part of the ratepayers, had paralyzed local efforts ; and from year to year nothing was done to put the School-house in even a reasonable state of repair. Hence the necessity for the interposition of some higher authority, in the shape of Statute

Law, to rouse public attention to the subject, and virtually to decide the question in favour of the health of the teacher and pupils and the advancement of the School. These were, really, the parties who had suffered so long from local apathy or selfishness, while they were powerless to effect any change for the better.

4. Were it not vouched for, in Appendix B, by the written testimony of the Public School Inspectors, who have examined and reported to the Department upon the state of the School-houses and premises under their jurisdiction, it could scarcely be believed that trustees and parents would, in so many cases, have allowed their children to congregate, day after day, and year after year, in the miserable hovels which, up to this year, had existed as so-called School-houses in many parts of the Province. And yet so it was. Neither the ill-health of the teacher, nor the listless faces of the children, added to the warning of medical men, or the counsel of local superintendents, could, in many localities, rouse trustees or ratepayers from their apathy. "Their fathers, or other relations, or friends, had gone to the School, and it was good enough for them." This, or some other valueless excuse, was too often their reply, and hence nothing was done, or would be attempted. Not even, in many cases, would the spirited example of their neighbours in other localities influence them; and often, in inverse ratio to the wealth of the neighbourhood, would the spirit of selfish economy prevail, and even be defended on the plea of poverty!

5. It is true that many people had no definite idea as to what was actually required to be done, in order to provide what was really necessary to put their School-house and premises in a proper and efficient state. Such people would say, "Tell us what we should do, and we will cheerfully do it." "We know that our children and the teachers are sufferers, and that they are not in such a School-house as we should like them to be in. But we do not know the proper size to build the School-house, the space for air we should leave, or the best way to ventilate the building or premises. If the law or regulations would lay down some definite general rules on the subject, we should be glad to follow them, but we do not like to spend money on a new School-house, and then find that we were all wrong in our calculations on the subject." Such excuses as these were often urged, and they were reasonable in some cases. Trustees, too, would say, when pressed to do something to better the condition of the School-house: "We would gladly do so, but the ratepayers object to the expense, and we do not like to fall out with our neighbours. If you say that we *must* do it, we will undertake it, for then the responsibility will be on you, and we shall do no more than our duty in complying with the law." Some trustees have felt so strongly the necessity of improving the condition of their school premises, and yet have lacked the moral, and even the legal, courage to do their duty, independently of this pressure, that they have privately intimated their desire to the Inspector that he would enforce the law in this matter in their School Section.

6. It affords me real pleasure to say that, in carrying out the law and regulations on this subject, the Inspectors generally have displayed great judgment and tact. They have even taken unusual pains to enlist the sympathies and best feelings of trustees and ratepayers in favour of this much-needed reform. They have answered objections, smoothed difficulties, removed prejudices, met misrepresentations by full information and explanation, and have done everything in their power to introduce, as I have suggested to them, a gradual change for the better in the condition of the School-house, the out-buildings, fences and premises generally.

I.—PRIZES FOR PLANS OF SCHOOL-SITES AND SCHOOL-HOUSES.

7. With a view to encourage as well as develop a taste and talent for improved School-house accommodation, and to enlist the energies and skill of the local School authorities in this good work, I decided to issue a circular offering prizes for the best plans of Sites and School-houses. This I was enabled to do out of a small sum placed in the Estimates for that purpose. In this way I have sought to give a further illustration of a principle which I have always held, and which has always characterized the administration of our School system from the beginning. This principle is, that the Department should seek rather to aid the people to help as well as educate themselves through themselves, than to take the matter out of their hands, or compel them to do what was obviously their duty to do.

II.—WHAT WAS DONE ELSEWHERE IN 1871.

8. Before referring to the provisions of the Law and Regulations in force in Ontario in regard to School-house accommodation, I think it will be interesting and instructive to take a glance at what is done elsewhere in the direction of building and repairing School-houses. I take the example of some of the American States as their system of education and modes of proceeding are similar to our own. The result discloses the painful fact that although the expenditure in 1871 for School-sites and the building and repairs of School-houses in Ontario was nearly \$345,000, or about \$75,000 more than in 1870, yet the average expenditure per School was very much below that of the various American States which have reported the facts on the subject which I have given in the table below. Thus :

In Ontario for 4,600 Schools the expenditure was	\$345,000
“ Massachusetts, for every 4,600	“ 1,865,700
“ New Jersey, “ “ “	“ 1,840,000
“ Connecticut, “ “ “	“ 1,538,700
“ Pennsylvania, “ “ “	“ 993,600
“ Michigan, “ “ “	“ 782,000
“ New York, “ “ “	“ 736,000
“ Ohio, “ “ “	“ 628,600
“ Iowa, “ “ “	“ 624,000

9. Thus we see that the ordinary expenditure of the least generous of these States for School-sites, buildings, and repairs—and those States much younger than our Province—is nearly *double* that of the extraordinary expenditure of last year in Ontario; while Pennsylvania spent nearly *three* times the amount per School that Ontario did, Connecticut nearly *five* times and New Jersey and Massachusetts nearly *six* times as much per School during 1871 as did Ontario.

III.—ACTUAL EXPENDITURE FOR SITES, BUILDINGS AND REPAIRS OF SCHOOL-HOUSES.

10. Among the most eminent educators, it has been generally held that the public expenditure for education was a good national investment, and one which always paid a high rate of interest to the State. Investment in real estate for School-sites and buildings is among the most valuable which can be made. It is always available and tangible and capable of being readily converted into money. Our own expenditure for sites, buildings and repairs of School-houses last year was \$345,000, or upwards of \$50,000 more than the sum expended for a like purpose in 1870. The expenditure of some of the leading States in the adjoining Republic for the same objects was as follows :—

State.	Date of Report.	Expenditure.	No. of School Sections.
Pennsylvania.....	1871	\$3,386,263	15,700
Massachusetts ...	1871	2,058,853	5,076
New York	1871	1,594,060	11,350
Ohio.....	1870	1,391,597	13,951
Illinois	1870	1,371,052	11,011
Iowa	1871	1,096,916	7,823
Michigan.....	1870	852,122	5,008
New Jersey.....	1871	597,400	1,501
Connecticut.....	1871	550,318	1,644
Wisconsin.....	1870	417,775	
Ontario	1871	345,000	4,600

The expenditure in the State of New York for School-sites and houses has been nearly ten millions of dollars, during the last *five* years, or nearly two millions of dollars per year !

IV.—VALUATION OF SCHOOL-HOUSE PROPERTY.

11. The following statistics of the value of School-houses, &c., will be interesting :—

Name.	Date of Report.	Valuation of School Property.	No. of School Sections.
New York	1871	\$23,468,266	11,728
Illinois	1870	16,859,300	11,011
Pennsylvania....	1871	15,837,183	15,700
Massachusetts...	1871	15,671,424	5,076
Ohio	1870	13,818,554	13,951
Indiana.....	1870	7,282,639	9,032
Iowa.....	1871	6,764,551*	7,823
New Jersey.....	1871	3,677,442	1,501
Missouri.....	1870	3,441,411	
Wisconsin.....	1870	3,295,268	
Maine	1871	2,488,853	4,003
Minnesota.....	1871.	1,582,507	2,625

V.—CONDITION OF THE SCHOOL-HOUSES IN SOME AMERICAN STATES.

Only in a few of the States do the authorities report the condition of the School-houses. The following facts are, however, instructive :—

In Maine	1,772	School-houses are reported in “ bad condition.”
Pennsylvania ...	1,517	“ “ “ unfit for school purposes.”
Vermont.....	779	“ “ ditto.
New Hampshire	385	“ “ ditto.

VI.—PROVISION OF THE ONTARIO LAW ON SCHOOL-HOUSE ACCOMMODATION.

1. The new School Act very properly declares that Trustees “ shall provide adequate accommodations for all the children of school age [*i.e.*, between the ages of five and twenty one years, resident] in their school division.” (*i.e.*, School section, city, town, or village.) [It also provides that “ no school section shall be formed which shall contain less than fifty resident children, between the ages of 5 and 16 years, unless the area of such section shall contain more than four square miles.” These “ accommodations,” to be adequate, should include (as prescribed by the special regulations)—

- (1.) A site of an acre in extent, but not less than half an acre.†
- (2.) A school-house (with separate rooms, where the number of pupils exceeds fifty), the walls of which shall not be less than ten feet high in the clear, and which shall not contain less than nine square feet on the floor for each child in attendance, so as to allow an area in each room, for at least one hundred cubic feet of air for each child.‡ It shall also be sufficiently warmed and ventilated, and the premises properly drained.
- (3.) A sufficient fence or paling round the school premises.

* In the Report of the State Superintendent of Connecticut for the year 1871, it is stated : “ During the last four years, \$1,688,563 have been expended for building and repairing School-houses, while the amount for the fifteen previous years was \$1,074,352.”

† *Size of School Grounds.*—The school grounds, wherever practicable, should, in the rural sections, embrace an acre in extent, and not less than half an acre, so as to allow the school-house to be set well back from the road, and furnish play-grounds within the fences. A convenient form for school grounds will be found to be an area of ten rods front by sixteen rods deep, with the school-house set back four or six rods from the road. The grounds should be strongly fenced, the yards and outhouses in the rear of the school-house being invariably separated by a high and tight board fence; the front grounds being planted with shade trees and shrubs. For a small school, an area of eight rods front by ten rods deep may be sufficient, the school-house being set back four rods from the front.

‡ Thus, for instance, a room for fifty children would require space for 5,000 cubic feet of air. This would be equal to a cube of the following dimensions in feet, viz. : 25 x 20 x 10, which is equivalent to a room 25 feet long by 20 wide and 10 feet high.

NOTE.—*Temperature.*—In winter the temperature during the first school hour in the forenoon or afternoon should not exceed 70°, or 60° during the rest of the day.

(4.) A play-ground, or other satisfactory provision for physical exercise, within the fences, and off the road.

(5.) A well, or other means of procuring water for the school.

(6.) Proper and separate offices for both sexes, at some little distance from the school-house, and suitably enclosed.

(7.) Suitable school furniture and apparatus, viz.: desks, seats, blackboards, maps, library, presses and books, etc., necessary for the efficient conduct of the school.

2. In his official visitations to the schools, the Inspector is required to inquire into the tenure of the property; the materials, dimensions, and plan of the building; its condition; when erected; with what funds built; how lighted, warmed, and ventilated; if any class rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book presses, &c.; how the desks and seats are arranged and constructed; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus (if any); whether there be a well, and proper conveniences for private purposes; and if the premises are fenced or open on the street or road: if shade trees and any shrubs or flowers are planted.

3. In his inquiries in these matters, the Inspector is especially directed to see whether the law and regulations have been complied with in regard to the following matters: (should he discover remissness in any of them, he is directed to call the attention of the trustees to it, before withholding the school fund from the section, with a view to its remedy before his next half-yearly visit):—

(1.) *Size of Section.*—As to the size of the school section, as prescribed by the fifteenth section of the School Law of 1871.

(2.) *School Accommodation.*—Whether the trustees have provided “adequate accommodation for all children of school age [i.e., between the ages of five and twenty-one years, resident] in their school division,” [i.e., school section, city, town, or village] as required by the section of the School Act of 1871.

(3.) *Space for air.*—Whether the required space of nine square feet for each pupil, and the average space of one hundred cubic feet of air for each child have been allowed in the construction of the school-house and its class-rooms.

(4.) *Well; Proper Conveniences.*—Whether a well or other means of procuring water is provided; also, whether there are proper conveniences for private purposes of both sexes on the premises.

4. The Trustees having made such provision relative to the School-house and its appendages, as are required by the *fourth* clause of the *twenty-seventh* section, and the *seventh* clause of the *seventy-ninth* section of the Consolidated School Act, and as provided in regulation 9 of the “*Duties of Trustees*,” it is made by the Regulation the duty of the Master to give strict attention to the proper ventilation and temperature,* as well as to the cleanliness of the School-house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the School-house, as will insure their being kept in a neat and proper condition; and he shall be held responsible for any want of cleanliness about the premises. He is also required to see that the yards, sheds, privies, and other out-buildings are kept in order, and that the School-house and premises are locked at all proper times; and that all deposits of sweepings, from rooms or yards, are removed from the premises.

VII.—CHARACTERISTICS OF A GOOD SCHOOL-HOUSE.

1. In a recent edition of the School Laws of Michigan, it is truly stated that “the essential characteristics of a good School-house are, 1st, a sufficient amount of space to accommodate the School and its classes; 2nd, a convenient distribution of room in halls and School-rooms to allow free movement of the classes and of the entire School, without crowding or confusion; 3rd, an arrangement of lights, such as will throw an equal and sufficient illumination throughout the room; and 4th, adequate provisions for warming and ventilating the rooms. To these may be added as desirable features, ample and pleasant School grounds, good walks and out-houses.

2. "A great mistake has been made in some School-houses, by seating them in such a way as to have all the pupils in the room face the windows. Such an arrangement cannot be otherwise than injurious to the eyes of the pupils, as the strong light is constantly shining into them. Pupils should always be seated with their backs to the windows. There should be no windows in front of them." *The seats should face northwards.*

VIII.—PRINCIPLES OF VENTILATION FOR SCHOOL-HOUSES.

1. The State Superintendent of Michigan remarks: "*Ventilation becomes easy as soon as it is known that it is embraced in these two essential operations, viz.: 1st, to supply fresh air; 2nd, to expel foul air. It is evident that fresh air cannot be crowded into a room unless the foul air is crowded out, and it will not go out unless fresh air comes in to fill its place. It is useless to open ventilating flues, as I have seen in some of our School-houses, for the egress of bad air, while there is no provision for drawing in a supply of fresh air. If the flues worked at all, it would be simply to empty the room of all air—an impossibility.*" *

2. The following (taken from the U. S. Commissioner's Report on Education for 1871) furnishes an illustration of the nicety of observation brought by the scientific men of Switzerland to the aid of Education. The Report says:—

"Dr. Breiting, of Basle, has examined the air of the School-rooms of that city. From the result of this estimation we select one, taken in a room measuring 251·61 cubic metres (2,921·88 cubic feet, equal to a room twenty-four feet long, fifteen feet wide, and eight feet high), having 10·54 square metres (115·77 square feet) of windows and doors, and containing, on the day of examination, fifty-four children.

"Time.	Amount of carbonic acid gas.†
" 7.45 a.m., commencement of school.....	2·21 per cent.
" 8 a.m., end of first recitation.....	4·80 "
" 9 a.m., after the recess	4·07 "
" 10 a.m., before a brief recess.....	6·87 "
" 10.10 a.m., after the brief recess.....	6·23 "
" 11 a.m., end of School hour.....	8·11 "
" 11.10 a.m., the room being empty.....	7·30 "
" 1.45 p.m., commencement of School.....	5·03 "
" 2 p.m., beginning of recess.....	7·66 "
" 3 p.m., end of recess.....	5·03 "
" 4 p.m., end of singing lesson.....	9·36 "
" 4.10 p.m., the room being empty.....	5·72 "

PROCEEDINGS IN OTHER COUNTRIES IN REGARD TO SCHOOL ACCOMMODATION.

1. In England "the (Parliamentary) Grant is withheld altogether.—If the school be not in a building certified by the Inspector, to be healthy, properly lighted, drained and ventilated, supplied with offices, and containing in the principal school-room at least 80 cubical feet of internal area per each child in average attendance."

2. In Section 29 of the New School Act for Nova Scotia, (many details of which are copied from our Acts) passed in May, 1871, the following are the provisions, in regard to School Accommodation. They are even more comprehensive and minute than ours:—

"The School accommodation to be provided by the district (school section) shall, as far as possible, be in accordance with the following arrangements:—

* NOTE.—The pure atmosphere contains, '0004 carbonic acid gas, and more than 1 per cent. of carbonic acid gas is generally considered detrimental to health.

† In the report of the N. Y. Teachers' Association, held at Albany, in July, 1872, the following passage occurs:—

"The death of at least two of these faithful teachers leaves a lesson that ought to be heeded by every parent and teacher. *The death of both is traced directly to improper heating and ventilation in rooms in which they were called to teach.* We believe this to be the most fruitful source of disease or death among our teachers, and we might add, among the children and youth of our land."

"For a district having fifty pupils or under, a house with comfortable sittings, with one teacher.

"For a district having from fifty to eighty pupils, a house with comfortable sittings and a good class-room, with one teacher and an assistant.

"For a district having from eighty to one hundred pupils, a house with comfortable sittings and two good class-rooms, with one teacher and two assistants, or a house having two apartments, one for an elementary, and one for an advanced department, with two teachers: or if one commodious building cannot be secured, two houses may be provided in different parts of the district, with a teacher in each, one being devoted to the younger children, and the other to the more advanced.

"For a district having from one hundred to one hundred and fifty pupils, a house with two adequate apartments, one for an elementary and one for an advanced department, and a good class-room accessible to both; with two teachers, and, if necessary, an assistant; or, if the district be long and narrow, three houses may be provided, two for elementary departments, and one for an advanced department, the former being located towards the extremes of the district and the latter at or near the centre.

"For a district having from one hundred and fifty to two hundred pupils, a house with three apartments, one for an elementary, one for an advanced, and one for a High School, and at least one good class-room common to the two latter, with three teachers, and, if necessary, an assistant; or if necessary, schools may be provided for the different departments in different parts of the district.

"And generally, for any district having two hundred pupils and upwards, a house or houses with sufficient accommodation for different grades of elementary and advanced schools, so that in districts having six hundred pupils and upwards, the ratio of pupils in the elementary, advanced, and High School departments, shall be respectively about eight, three, and one."

3. In Nova Scotia, the Board of School Examiners appointed for each district by the Governor in Council is authorized by law, "To declare upon the Inspector's report, or upon other reliable information, the School-house, or houses or buildings used as such, unfit for School purposes, and shall forward such declaration to the trustees of the section, and the Board shall thereafter withhold all Provincial aid from any such section, if measures are not adopted whereby a suitable house or houses may be provided, according to the ability of the section." From the regulations of the Council of Public Instruction on this subject, we make the following extracts:—"As to the size and commodiousness of the building, provision should be made for one-quarter of the population of the section; and whatever that number may be, the School-house should be of such capacity as to furnish to each scholar at least 150 cubic feet of pure atmospheric air, or seven square feet of superficial area, with ceiling running from 13 to 16 feet in height.

"Adding 2 feet 9 inches to the length for every additional row of desks. Where the number of scholars amount to upwards of fifty, there should be a class-room attached.

"Plans of School-houses have been issued by the Council of Public Instruction, and the requirements of the Act are so explicit as to be a sufficient guide to Boards of Trustees."

4. In Prince Edward Island the law declares that, "Every School-house hereafter to be erected and used as such, within any district now or hereafter established under this Act, and not already contracted to be built, shall not be less in clear area than four hundred square feet, nor in the height of posts than ten feet clear between the floor and ceiling, or be built nearer to the highway than ten yards."

5. In Victoria, (Australia) no School receives aid from the Central Board unless the following (among other conditions) be complied with, viz.:—"That in the case of new buildings the School-room contain not less than eight square feet for each child in average attendance, and that the walls be not less than ten feet in height to the eaves; that in all cases the School-room be sufficiently warmed, ventilated and drained; that there be proper and separate offices for both sexes; that there be a play-ground attached, or other satisfactory provision made for physical exercise; and that the School be properly provided with the amount of school-furniture and apparatus, viz.: desks, forms, blackboards, maps, books, &c., necessary for the efficient conduct of such School."

6. In South Australia "grants in aid are allowed towards the cost of building School-

houses, to an amount not exceeding two hundred pounds for each School. The conditions to be observed in order to obtain this assistance are, that a declaration must be made by the trustees that the building for which the grant is conceded shall be used for Public School purposes, and no other, without our written assent; that the area shall not be less than 600 square feet; that the building shall be substantially constructed, and composed of good material; and that it shall be properly furnished with the usual appliances for teaching. Approved plans and specifications for the building of District School-houses are supplied by us for the guidance of the promoters; but a departure from the plans is allowed if sufficient reasons be shown for it."

7. In Michigan, the School Law provides (Section 48) that—

"The Director shall provide the necessary appendages for the School-house, and keep the same in good condition and repair during the time School shall be taught therein. The director is also authorized and required to procure all needful appendages and repairs, *without any vote of the district in the case.* It is not optional with the district to pay such expenses. When audited by the moderator and assessor, the account becomes a valid claim against the district, and can be collected if the district fails to pay it."

On these provisions of the law, the State Superintendent remarks:—

"The law has wisely empowered one officer, and made it his duty to keep the School-house in good repair. He should see to it that the windows are properly filled with glass; that the stove and pipe are in a fit condition, and suitable wood provided; that the desks and seats are in good repair; that the out-houses are properly provided with doors, and are frequently cleansed; that the black-boards are kept painted, and everything is provided necessary for the comfort of the pupils, and the success of the School."

8. The School Laws of the State of Connecticut (sections 68 and 69), declare that:

"No district shall be entitled to receive any money from the State, or from the town in which it lies, unless such district shall be supplied with a School-house and out-buildings pertaining thereto, which shall be satisfactory to the Board of School Visitors.

"Whenever a district shall have voted to erect a new School-house, the same shall be built according to a plan approved by the Board of School Visitors, and by the building committee of such district."

9. In Sweden, a piece of land, from one to twelve acres, is attached to each School for the benefit of the teacher and the pupils. In 1867, the number of Schools possessing such a piece of land for working was 2,016. In Norway the School Districts must, in addition to salary, furnish the teacher with a dwelling house, with land enough to pasture at least two cows, and lay out a small garden.

IV.—COMPULSORY ATTENDANCE, THE COMPLEMENT OF FREE SCHOOLS.

1. The principle of **FREE SCHOOLS**—a free and open School-door to every child in the land—having been unanimously conceded by the Legislature, it becomes a serious question, whether so great a boon shall be rendered practically valueless or not, to a considerable portion of the community from the apathy of those most interested.

In answering this question, it is necessary to understand the object which the Legislature had in view in granting the boon of Free Schools. It should be for no light reason, or for no unimportant object that the Legislature should lay down the broad, yet highly benevolent principle, that the entire property of the country should bear the whole burthen of providing a free and liberal education for every youth in the land. Nor is it unimportant; for the very adoption of so broad a principle of taxation shows that the Legislature regarded it as one of those momentous social questions, which could only be met and solved by it successfully, by the frank and unreserved adoption of a principle, so comprehensive in its character, as that of universal taxation for education—or Free Schools.

THE SAD LESSONS WHICH IGNORANCE HAS TAUGHT SHOULD NOT BE LOST SIGHT OF.

2. Society has had so many terrible lessons of gross evils, which Ignorance and its twin-sister, Crime, have entailed upon it, that it has at length learnt the truly wise one, that to banish ignorance, education must be universal, and that to prevent or lessen crime, education must be Christian in every part, and be an ever present and restraining influence upon it. If, however, those least capable of appreciating so great a boon as free and Christian education, and who, at the same time, from the growth of ignorance among them, are capable of inflicting the greatest injury upon society, refuse to accept it, it becomes a legitimate question whether society has not the right, as it has the power, to protect itself, or whether with that inherent power of protection, it will suffer ignorance and crime to triumph over it. Such a question is easily answered. The instinct of self-preservation—of common sense—the best interests of humanity, and of the very class which rejects the boon, all point to the one solution, the only remedy:—compulsory enforcement of the right which every child possesses, that he shall not grow up a pest to society, but that he shall enjoy the blessings which a Christian education can alone confer upon him.

THE COMPULSORY FEATURES OF THE ONTARIO SCHOOL LAW.

3. The provision of the recent School Law of Ontario on this subject is the legitimate consequence of the adoption of the principle of Free Schools; for if every man is to be taxed, according to his property, for the Public School education of every child in the land, every taxpayer has a right to claim that every child shall be educated in the various branches of a good English education; otherwise the law is a mere pretext for raising money by taxation under false pretences.

4. And, if every man is to be taxed according to his property for the education of every child, and if every child has a right to School instruction, some provision was needful to secure both the ratepayer and the child against the oppression and wrong which might be inflicted by an unnatural guardian or parent. Society at large, no less than the parties immediately concerned, requires this protection; and the protecting provision of the law, in this respect, is milder and more guarded than the corresponding one in other countries where Public School education is provided for and guaranteed to every child in the country. According to the new Act, no parent or guardian is liable to punishment whose wrong against society and his youthful charge is not wilful and criminal. If such a protection in this mild and guarded form is found, on trial, to be insufficient for the purposes intended, a more stringent one will no doubt be enacted by the Legislature hereafter.

COMPULSORY EDUCATION INVOLVES AN IMPROVEMENT IN ITS QUALITY AND AMOUNT.

1. Dr. Lyon Playfair, in a recent address, thus argues the logical necessity for compulsory education, and of its improved quality:—

“An improved quality of education is a necessity for its enforced reception by the people. The principle of compulsion, timidly and hesitatingly put forth in the recent English Education Act, is nevertheless contained in it. The logic of circumstances drove Parliament into the recognition of compulsion; and the same logic will oblige the Legislature to make it efficient. Let us look at the facts which compelled the recognition of the principle. The right of suffrage has for its corollary the duty of instruction. You cannot give political power to a people and allow them to remain ignorant. That would be a political suicide of a nation. An uneducated people are like a nation, one or two generations back in its history. They cannot grasp the ideas of the age in which they live, and are powerless to shake themselves free from the prejudices which the progress of thought has proved to be dangerous errors. They are unable to do so, as they cannot take possession of the inheritance of the intellectual wealth accumulated by their predecessors; for they do not know how to read the books forming the testament by which it was bequeathed. An uneducated people, endowed with political power, is, therefore, an anomaly, in the highest degree dangerous to a nation. Hence, when we bestowed on the people the right of suffrage it became necessary that they should have efficient instruction as its corollary.

Secondly, we have now established what every civilized nation except England has long had—education by local rates. A civic support of education has again for its corollary enforced instruction of the individual citizen. For if it be right that the State should compel a community to educate all its citizens, it must be right to give power to that community to extend the education to every citizen." He says further that :

"But you cannot enforce education unless you make it of a quality which you are certain will be useful to the person receiving it. Compulsory education then involves an improvement in its amount and quality. Compulsion is of two kinds, direct and indirect. By the direct method every parent is bound to keep his children at School or be punished for the neglect. The indirect compulsion means that education shall be made the first tool with which labour can be begun, and, if that tool be not in the possession of the candidate for employment, the employer must not engage him. The indirect plan has the high authority of Adam Smith in its favour, but it is unnecessary to indicate a preference between the two methods, for both may be good and necessary. In the Act of last Session only the direct system is recognized, though the others form the basis of our Factory Acts. Direct compulsion is most easily applied when it is least required, that is, when public feeling is entirely in its favour, and denounces the parent who neglects the education of his child as much a brute as if he starved it by refusing bread. But in England you have about half a million of these brutes to deal with, and their commonness prevents an adequate public censure of the magnitude of their crime against society."

COMPULSORY EDUCATION IN AUSTRALIA AND AMERICA.

2. The Commissioners appointed in Victoria, (Australia,) to report upon the "operation of the system of Public Education in that country," speaking of compulsory education say, in the report of 1868 :—

"Whilst fully admitting the divided state of opinion in reference to this subject, as well as the serious, practical difficulties that beset it, we have resolved to submit the recommendation that a law rendering instruction imperative should be adopted in Victoria. The existence in constitutional theory, at all events, of an equality of political rights between all classes of Her Majesty's subjects in this colony suggests the paramount importance of early provision being made, by means more effectual than any that have hitherto existed, for the diffusion of sound instruction amongst the rising generation of all classes."

3. In the report of Dr. Fraser (now Bishop of Manchester,) on the "Common School Systems of the United States and Canada," he says :—

"From many sections of the community, and especially from those who would be called the educationists, the cry is rising both loud and vehement that greater stringency is required in the law, and that compulsory attendance is the proper correlative of 'Free Schools.' For, it is argued, if the State taxes me, who perhaps have no children, towards the support of the Schools, 'for the security of society,' I have a right to claim from the State, for the security of the same society, that the Schools which I am taxed to maintain shall be attended by those for whose benefit they were designed."

FEELING IN ENGLAND IN REGARD TO COMPULSORY EDUCATION.

4. The Hon. B. G. Northrop (late Secretary to the Board of Education in the State of Connecticut, and now Commissioner of Education in Japan,) thus refers to the state of feeling on the subject in England.

"The new School Law of England *permits* all local boards to enforce attendance. Public sentiment throughout England is now changing rapidly in favour of making compulsory attendance national and universal, instead of permissive. As one of the many illustrations of this change, Rev. Canon Kingsley, formerly favouring non-compulsion, now advocates the compulsory principle.

"The Motto of the National Educational League, of which George Dixon, M. P., is President, is 'Education must be UNIVERSAL, UNSECTARIAN, COMPULSORY.' At the late General Conference of Nonconformists, held in Manchester, January, 1872, and attended by 1,885 delegates, there seemed to be great unanimity in favour of enforced attendance.

This assembly was as remarkable in its character as its numbers. The argument of Mr. Jacob Bright, M. P., on this subject was received with great applause. He said that the best part of the Education Act, that which is worth all the rest put together, is the permission to compel attendance, which should be the absolute law throughout the entire kingdom.

"The labouring classes are not opposed to such a law. They would welcome it. In England the working classes are asking for a *national compulsory* system of education. By invitation of A. J. Mundella, M. P., I attended the National Trades-Union Congress, held at Nottingham, for the week beginning January 8th, 1872. That body seemed unanimous in favour of compulsory attendance. One of the leading members, an able and effective speaker said, that in large and crowded assemblies of workingmen, he had often distinctly asked: 'Do you agree with me that we want a national *compulsory* system of education?' and not a dissenting voice had he ever heard from the workingmen."

"By the 1st of May, 1872, by-laws for enforcing the attendance of children at School had been sanctioned by your Majesty, in accordance with the terms of the 74th section of the Act, on the application of the School Boards of

- | | |
|--|-----------|
| 1. London, with a population of..... | 3,265,005 |
| 2. 65 municipal boroughs (out of 100) .. | 4,267,642 |
| 3. 41 civil parishes (out of 279)..... | 608,000 |

Total..... 8,140,657

"Compulsory attendance at School is therefore now the law for upwards of one-third of the whole population of England and Wales, and for about two-thirds of the whole borough population."

STATE OF FEELING IN PRUSSIA AND OTHER PARTS OF EUROPE IN REGARD TO COMPULSORY EDUCATION.

5. Mr. Northrop also gives the following sketch of the state of feeling in Prussia, in regard to compulsory education. He says:—

"My former objections to obligatory attendance were fully removed by observations recently made in Europe. Mingling much with plain people in Germany, and other countries where attendance at School is compulsory, I sought in every way to learn their sentiments on this question. After the fullest enquiry in Prussia, especially among labourers of all sorts, I nowhere heard a lip of objection to this law. The masses everywhere favour it. They say education is a necessity for all. They realize that the School is their privilege. They prize it and are proud of it. Attendance is voluntary; in fact, nobody seems to think of coercion. The law is operative, but it executes itself because it is right and beneficent, and commands universal approval. It is only the legal expression of the public will.

"Universal education, more than anything else, has fraternized the great German nation. It has improved her social life, ennobled her homes, promoted private virtue, comfort and thrift, and secured general prosperity in peace. It has given her unequalled prestige and power in war. 'Whatever you would have appear in a nation's life, that you must put into its Schools,' was long since a Prussian motto. The School has there been the prime agent of loyalty. Love of country is the germ it long ago planted in the heart of every child. The fruit now matured gladdens and enriches the whole land. Wherever that lesson is heeded, it will enrich the world. Devotion to fatherland is a characteristic sentiment of the German people. Shall such a people, with such a history, complain of compulsory attendance? This law itself has been a teacher of the nation. It has everywhere proclaimed the necessity and dignity of the Public School. Kings, and nobles, and Ministers of State, have combined to confirm and diffuse this sentiment, till now it pervades and assimilates all classes.

"In various parts of Prussia and Saxony, I enquired of School directors, parents and others, 'Do you have any difficulty in executing the coercive law?' The answers were all substantially the same. 'Many years ago,' replied one, 'there was some opposition. But the results of the law have commended it to all, and they obey it without complaint, and almost without exception.' The present generation of parents, having themselves

experienced its advantages, are its advocates. Said a resident of Dresden, 'A healthy child of School age can hardly be found in this city who has not attended School.' Were the question of compulsory attendance to be decided to-morrow in Saxony by a plebiscite, it would be sustained by an almost unanimous verdict. Public opinion is now stronger even than the law. The people would sooner increase than relax its rigour. I nowhere learned of any recent cases of punishment for infractions of it. In many places I was assured that the penalty is practically unknown.

THE PEOPLE IN ADVANCE OF THE GOVERNMENT ON COMPULSORY EDUCATION.

6. "The principle of obligatory instruction was advocated by the people before it was enacted by the Government. The address of Luther to the municipal corporations of 1554 contains the earliest defence of it within my knowledge, in which he says, 'Ah, if a State in time of war can oblige its citizens to take up the sword and the musket, has it not still more the power, and is it not its duty, to compel them to educate its children, since we are all engaged in a most serious warfare, waged with the spirit of evil, which rages in our midst, seeking to depopulate the State of its virtuous men? It is my desire, above all things else, that every child should go to School, or be sent there by a magistrate.'

GERM OF THE PRINCIPLE OF COMPULSORY EDUCATION.

7. "The germ of this system in Prussia is found in a decree of Frederick II., 1763 :— 'We will that all our subjects, parents, guardians and masters, send to School those children for whom they are responsible, boys and girls, from their fifth year to the age of fourteen.' This royal order was revived in 1794, and in the code of 1819 made more stringent, with severe penalties: first, warnings, then small fines, doubling the fines if repeated offences, and, finally, imprisonment of parents, guardians and masters.

"The penalties now are—

1. Admonition, in the form of a note of warning from the President of the Local School Commission.

2. Summons to appear before the School Commission, with a reprimand from the presiding officer.

3. Complaint to the Magistrate (by the Commission,) who usually exacts a fine of twenty cents, and for a second offence forty cents, for a third eighty cents, doubling the last fine for each repetition of the offence.

"The registers of attendance and absence are kept with scrupulous exactness by the teacher, and delivered to the President of the School Commission. Excuses are accepted for illness, exceedingly severe weather, great distance from School, and sometimes on account of the pressure of work in harvest time."

FAILURE OF THE OLD SYSTEM TO DO ITS WORK.—COMPULSORY ATTENDANCE.

8. The State Superintendent of Michigan, in his last annual report to the Legislature of that State, says :—"There are young men and women who were born in this State, and have been reared almost within sight of the School-house that was always open to receive them, and yet to-day are unable to read and write. If there is anything which makes every lover of our free institutions sick at heart, it is to be transacting business with a young man, a fellow citizen, and when some paper is drawn requiring his signature, to learn that he is compelled to make his mark, and this, too, notwithstanding that he has spent his whole life within reach of a School. The next question which is to engage the attention of the Legislature, that is of vital importance to the educational interests of the State is how to secure the constant and regular attendance of all the children upon the public or private Schools. The question is a grave one, but one that must be met and rightly solved. The word compulsion grates harshly upon the ears of free-men, and its meaning grates more harshly on their sensitive hearts. It may be found, however, that the system of compulsory education is one not to be so much dreaded as has been supposed. Those who have thought most upon the subject are looking with favour upon the system. Every thoughtful man is coming to see the danger that imperils the nation if so large a proportion of the people are suffered to grow up in ignorance. The question

is really resolving itself into this : Shall we have education, even if it be in a certain sense compelled, and a strong and noble country, or ignorance and anarchy ?

DEFECT IN AMERICAN SYSTEMS AS COMPARED WITH THE EUROPEAN.

9. "To those familiar with the best systems of education in Europe, our system presents one sad defect ; they see that not half of the children of this country attend School with any regularity, and that there are thousands upon thousands who never see the school-room at all. One of the prominent educators from Europe, in an address at Cooper Institute, after praising very much many things he had seen in this country, said, 'that in general our system of education was the best in the world, but it needed one thing to make it perfect, and that is, that education should be made compulsory.' 'I should be uncandid,' he further said, 'if I did not frankly tell you that North Germany and Switzerland excel you in the thoroughness and universality of their systems, and this, I believe, is entirely owing to the fact that in those countries the parent has not the right to deprive the child of the excellent training which the State has provided. When the parent fails in his duty the State stands in *loco parentis* ; and this is what you chiefly need to perfect your educational system.' In Sweden, education is compulsory upon all classes, whether rich or poor, or whether living near to or distant from School. Every child must continue his studies until he has become proficient in certain branches. The least that is required embraces reading, writing, the elements of arithmetic, the catechism, Bible history, and singing. Many of the children live at a great distance from School. The statistical reports show that 20,000 have to go from three to four miles, and 70,000 not less than two miles. This, of course, requires the whole day, leaving home in the morning and returning in the evening. Trivial excuses for absences are not allowed. The period of School life is not measured by years, but is determined by the progress made. There must be acquired a thorough knowledge of the required branches before any child can leave school. As a result it is almost impossible to meet with a Swede, of either sex, who is unable to read and write, or to find a single cottage, however isolated, even buried in the very depths of the forests, that is destitute of the Bible and other valuable books.

"A recent report of the school System of Sweden and Norway, and for which I am indebted to our American Minister at Stockholm, Gen. C. C. Andrews, shows that 97 per cent. of all children of schoolable age throughout that Kingdom were in attendance in some of her public or private Schools during the year 1869."

DISCUSSION ON THE SUBJECT OF COMPULSORY EDUCATION IN THE UNITED STATES.

10. "The subject of compulsory education is one that has called forth much discussion in the educational conventions of this country for the past two years, and many conscientious and earnest men strongly advocate the policy of requiring all children entitled to the benefits of the provision made by the State for their education, to attend some public or private School. The argument is, that granting that the stability of the Government, and the perpetuity of her institutions depend upon the intelligence of the mass of the people, that the same necessity that would justify the Government in coming into the family circle and taking the father, brother, or son, and sending him into the army to defend that Government against those who would overturn it, would equally justify the officer of the law in compelling the citizen of the State to educate his children so far that they may be qualified for good citizenship. If a judicious and conservative law, compelling all parents to send their children to School, between the ages of eight and sixteen, as long as free Schools are provided and accessible, could be enforced among our population, it would work good results towards diffusing education among all classes."

A Sadder Aspect of the Question.

11. In order to give the friends of education in this Province the fullest information on some of its sadder or graver features, of this subject, I turn now to consider another aspect of this question.

Gen. Eaton, the U. S. Commissioner of Education at Washington, in his report to Congress for 1871, thus discusses the question of "Education and Crime." He says:—

"The teacher who would understand fully the benefit of an early and proper education of the young, must include in his observations the effects of its neglect. He must not only go to the workshop, the editorial room, the publishing house, and the University, but observe carefully the population gathered in reformatories and prisons. He will recall the axiom, that whatever exposes men to commit crime is a source of crime. In 1866, there were 17,000 persons reported in the prisons of the United States. Had the teacher questioned these as to the cause of their crime, a very large proportion would have pointed either to total ignorance, or a neglect or perversion of education in their youth.

RESULTS OF INVESTIGATION ON THIS SUBJECT—CONCLUSIONS.

12. "In New England, the statistics on this subject have, in some cases, received considerable attention. Esteeming them measurably accurate, I have secured the preparation of an article on the relations of education to crime in New England, from an able and scholarly writer, and a careful observer. In presenting his views, he gives, after a critical examination of the literature on the subject, the results of information obtained by personal visits and observations, and comes to the following conclusions:—

"I. At least 80 per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, 28 per cent. of all the prisoners in the country were unable to read or write. From 3 to 7 per cent. of the population of the United States commit 30 per cent. of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

"II. As in New England, so throughout all the country, from 80 to 90 per cent. have never learned any trade, or mastered any skilled labour; which leads to the conclusion that 'education in labour bears the same ratio to freedom from crime as education in Schools'*

"III. Not far from 75 per cent. of New England crime is committed by persons of foreign extraction. Therefore 20 per cent. of the population furnishes 75 per cent. of the criminals. It is noticeable, however, that the emigrant coming hither with education, either in Schools or labour, does not betake himself to crime.

A SAD PICTURE—CHEERING AND HOPEFUL CONTRAST.

* "Office of the American Prison Association,
46, Bible House, N.Y.

"MY DEAR SIR—Agreeably to your request, I re-state to you, in written form, what was stated in recent conversation with you.

"1. Mr. Edwin Hill, of London, a candid and careful inquirer, who holds a high position in the Government, says that his investigations on the subject of criminality have satisfied him that there are born every day in Great Britain from six to eight children who, from the circumstances of their birth, and early surroundings in life, are virtually compelled to enter upon a career of crime.

"2. I have lately received from Count Sollohut, of Russia, a letter giving the results of an experiment in prison discipline conducted by him in Moscow. For six years—that is from its origiu—he has been director of the House of Correction and Industry in that city. Within the period named, more than 2,000 criminals have passed through the establishment, and been discharged from its custody, only nine of whom—less than half of one per cent. have been returned to it for criminal acts. You will be curious to know how so extraordinary a result has been accomplished. The consul's letter explains it. Not only is every prisoner required to learn a trade, but he is permitted to choose the trade he will learn. So long as he continues an apprentice, he is allowed no share in his earnings; but as soon as he has mastered his business, a part of the income from what he produces, by no means inconsiderable, is his own, but is not given to him till the time of his liberation. Count Sollohut assures me that the intelligence and zeal of the apprentices in mastering their several trades are such that instances are not rare in which it is accomplished in six months! So potent a thing is hope, and the prospect of bettering their condition, even as criminals. The first general result of this system is, that fully nine-tenths of the prisoners in this fail master a trade so completely, that, on their discharge, they are capable of taking the position of foreman in a shop; and the second is, that there are scarcely any relapses; but, on the contrary, those who have been subjected to its discipline are, almost to a man, through the trades they learned in prison, earning and eating honest bread.

"You will agree with me, my dear Sir, that the second of the facts related above is as cheering and hopeful for fallen humanity as the first is deplorable and disheartening. If prison officers, by a wise application of energy, can accomplish such results as those recorded by Sollohut, surely society, by the use of a like wisdom and zeal, may so adjust its arrangements as to afford a substantial remedy to the state of things alleged by Mr. Hill to exist this moment in England.

"Very truly yours,

"E. C. WINES, LL.D."

“IV. From eighty to ninety per cent. of our criminals connect their courses of crime with intemperance.

“V. In all juvenile reformatories ninety-five per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from School at the time of their committal; and almost all are the children of ignorant parents. These children furnish the future inmates of our prisons; for ‘criminals are not made in some malign hour, they grow.’ In the face of these facts, what can be said but this: Ignorance breeds crime, education is the remedy for crime that imperils us.”

13. “The following will illustrate the extent and minuteness with which statistics are gathered in other countries:—

“ILLITERACY OF CRIMINALS.

COUNTRY.	READING.					WRITING.				ARITHMETIC.				GRAMMAR.			
	Well.	Tolerably well.	Poorly.	Only knew letters of the Alphabet.	Entirely ignorant.	Well.	Tolerably well.	Poorly.	Entirely ignorant.	Well.	Knew the elements well.	Knew the elements tolerably well.	Entirely ignorant.	Good.	Middling.	Poor.	No. of prisoners examined.
Saxony	230	768	218	39	28	173	657	381	73	183	635	443	13	161	1 005	118	1,284
Württemberg					1				19								2,091

“BAVARIA—CURIOUS STATISTICS.

PROVINCES.	No. of Churches to every 1,000 buildings.	No. of School-houses to every 1,000 buildings.	One School-house to how many inhabitants.	Average of Crimes to every 100,000 inhabitants.
Upper Bavaria	14.9	5.4	502	667
Lower Bavaria	10.1	4.5	508	870
Palatinate	3.9	10.8	230	425
Upper Palatinate.....	11.1	6.2	379	690
Upper Franconia	4.8	6.7	412	444
Middle Franconia.. ..	7.1	8.3	309	459
Lower Franconia	5.1	10.4	176	334
Swabia	14.6	8.1	435	609

NECESSITY FOR MORE THAN “FACT-KNOWLEDGE”—THE MORAL NATURE.

14. Dr. Taylor Lewis remarks with great force:—

“Experience has abundantly shown that no amount of mere fact-knowledge, or of scientific knowledge, in the restricted modern sense of the term, can give security that the man possessing it may not turn out a monster of crime, and a deadly scourge to society. Of itself, we mean, or in its direct effects; for, as an aid to a higher position

among men, and thus, as furnishing a worldly motive to correct outward behaviour, it might, undoubtedly, operate as a salutary check.

"The same may be said of the pursuit and acquisition of wealth, or of anything else that gives rise to a worldly prudence taking the place, for a time, of moral principle. When this, however, is not the case, or such an education gives less distinction, by being more and more diffused, then, instead of a check, it may become a direct incentive to crime, by creating increased facilities for its commission."

REGULAR TRAINING SCHOOLS OF CRIME.

15. "Evidence is constantly accumulating that the processes of the burglar, of the incendiary, of the counterfeiter, of the poisoner, of the railroad destroyer, and of the prison-breaker, etc., are actually making progress with the progress of crime. They are becoming arts, whether we rank them among the elegant or the useful.

There is reason to believe that before long books may be written upon them, and that there may be such a thing as a felons' library.* The same may be maintained in respect to what may be called the more speculative knowledge. When wholly destitute, as it may be, of moral truth and moral intuitions, it may only wake up the dormant faculties of the soul for the discovery of evil, and make them all the more acute for its perpetration."

AS EDUCATION ADVANCES, CRIME DIMINISHES.

16. The State Superintendent of Kansas illustrates another fact in the following language:—

"Ignorance is the fostering mother of vice. The relation of cause to effect which binds ignorance to crime is now a fact, demonstrated by the unerring figures of statistics. In proportion as education advances in a country, the number of criminals diminishes.* Crime and ignorance, masked by day, go hand in hand by night, to perform deeds of wickedness and shame."

IV. SUPERSEDING SCHOOL SECTION DIVISIONS, AND ESTABLISHING TOWNSHIP BOARDS OF EDUCATION.

Since the date of my last Report, I am glad to observe that a movement has been made, in various parts of the Province, towards the abolition of School Section Divisions, and the establishment of Township Boards of Education.

Ever since 1850, there has been a provision in our School Acts for the establishment of Township Boards, as contained in the thirty-second section of the Consolidated School Act; but as that section is worded, no such Board could be established unless a majority of the votes in every single School Section of the township was in favour of it. It has happened that out of twelve School Sections in a township, the majority of the ratepayers in eleven of them voted for the establishment of a Township Board; but the majority in one section voted against it, and thus defeated the wishes of the eleven-twelfths of the ratepayers. Under these circumstances, the thirty-second section of the School Act has remained a dead letter for twenty years, except so far as one township (Enniskillen) is concerned—although a large majority of the County School Conventions, on two occasions, have voted in favour of Township Boards. The law was, in 1871, wisely altered

* "As if to show Dr. Lewis a true prophet, a telegram of November 2nd states that the police, in breaking up an organized band of house-breakers, near Chillicothe, Ohio, found, among other articles, a number of books for the instruction of novices in the art of burglary."

* "The interesting report of M. Duruy upon elementary instruction in France gives conclusive figures upon this subject. Thus, in comparing the period 1828-1836 with 1838-1847, we find that the whole number of persons under twenty-one years accused of crime had diminished but 236; while, in comparing the decade 1838-1847 with 1853-1862, the number had decreased 4,152, almost eighteen times as many. In 1847, persons under sixteen were tried at the Court of Assizes; in 1862, there were but 44. In Germany, in Prussia, as instruction is improved and extended, crime diminishes. In the prisons of Vaud, Neuchâtel, and Zurich, there are but one or two prisons; they are often empty. In Baden, where, within thirty years, much has been done to promote education; from 1854 to 1861, the number of prisoners decreased from 1,426 to 691; some prisons were closed. Bavaria, notorious for the number of illegitimate births, is losing its disgraceful preeminence."

so as to leave the question to the decision of the ratepayers in a majority of the School Sections of a township. Should, therefore, the vote of a majority of the ratepayers in a township be favourable to a change, the municipal council of such township is authorized to form the township into one School municipality, under one Board of Trustees (as is the case in cities, towns, and villages), doing away with the great inconvenience of separate School Section Divisions and rates, and giving to parents the right to send their children to the School nearest to their residences.

TOWNSHIP BOARDS IN VARIOUS AMERICAN STATES.

1. After trying the School Section system for some time, Massachusetts, Pennsylvania, Ohio, Iowa, Wisconsin, and other States, have adopted the Township Board system, and pronounce it immensely superior to the School Section system. In the State of New York, a compromise system is authorized by the School law; that is, one or more School Sections can "either severally or jointly resolve themselves into Union Free School districts, with Boards of Education, having authority to grade and classify the Schools under their charge." From the report of the Superintendent of Public Instruction for 1870 we learn that there are now 250 such united districts in the State; of them he says: "Having had frequent occasion to examine the provisions of this law (i. e. the 'Union Free School Act'), and being somewhat familiar with its workings, I am of the opinion that it is the best School system yet devised for all localities where the number of scholars, as in villages, is sufficient to admit of a thorough classification." Rev. Dr. (now Bishop) Fraser, in his Report to the English Commissioners, says:—"In the State of New York, Union Schools [or united sections] appear to be the most popular and flourishing of all the rural Schools." In this Province, the township council, if the experiment should not prove satisfactory, can, at any time, repeal its own by-law establishing such Board.

2. *Connecticut*.—The Secretary to the State Board of Education in Connecticut, thus graphically illustrates the comparative effects of the adoption of the Township over the School Section system in that State. In order to understand the facts as stated, I have found it necessary to change the words "town" to *Township*, and "district" to *School Section*, where they occur in the following extracts.

"The tendency to manage Schools Township-wise is growing. More Townships united their School Sections last year than in any former one. *Once united, they stay so.* At least there is no instance where a Township has taken this step, and after grading any of its Schools, gone back to the School Section plan. Let public sentiment advance as it has done for five years, and the School Section system will soon be abandoned.—The people are fast learning the economy and efficiency of the Township system. They see that it favours the wise expenditure of the public money, gains better and more permanent teachers, longer schools, and helps the poorer and outlying School Sections. The Township system, too, lessens the frequency of tax assessments and collections. Many a School-house is going to decay because the funds requisite for such purposes would necessitate a Section tax. The expense of the assessment and collection of such a tax makes too large a share of the tax itself. In most of the Sections, the amounts thus provided were very small. So small, that it would have been wiser and more economical for the Township to pay the bills. * * * Facts on this subject are better than theories. I have, therefore, requested one of the School visitors of Branford to describe the effects of the change in that Township. His published letter shows what they did, how they did it, what they gained by it, and why they voted almost unanimously '*not to go back.*' It will be seen that, prior to the union, there was much ill-feeling in regard to School matters, that the discipline was deplorable, average attendance low, and the teachers changed generally every term; under the new system, the people are better satisfied. School Committee and Teachers more permanent, Schools graded, terms lengthened, the motion made at the last annual meeting to reduce the School year from forty to thirty weeks not receiving a single vote. The average attendance has improved twenty-five per cent. Scholarship wonderfully improved—one hundred per cent better than it was four years ago."

3. *Massachusetts*.—The late Horace Mann, so noted for his enlightened views on

education, deprecating the District or School Section system, says :—"I consider the law authorizing Townships to divide themselves into [School Sections] *the most unfortunate on the subject of Common Schools ever enacted in the State [of Massachusetts]*. In this opinion, ex-Governor Boutwell, and the eminent educationist of the same State, concurs, and hopes that the day will speedily be seen when every Township, in its municipal capacity, will manage its Schools, and equalize the expenses of education."

PPACTICAL EXPERIENCE OF MAINE, MASSACHUSETTS AND VERMONT.

The State Superintendent of Maine, in his recent report, devotes a considerable space to the discussion of the Township *vs.* the School Section system. He says:—

"I submit the following argument against the Section system, and in favour of the township plan—an argument drawn from the experience and best thoughts of Massachusetts and Vermont. For the past three years I have urged upon the citizens of Maine, the desirability and necessity of adopting the Township system of School organization in place of the Section system, if they desired to attain higher and larger School results than at present. Lewiston, Auburn, Lisbon, Orono, and a few other townships, in which the educational sense is lively, have abolished the Section system, and adopted the municipal form, with the happiest results, and with especial advantage to the out-lying rural districts. Such has been the consequence wherever the change has been made, better School-houses, superior teaching, and longer Schools.

"The Western States have never allowed the School district un-system to be engrafted upon their educational enterprises. Our eastern educators, emigrating westward, have carefully avoided this element of inequality and disintegration in building up the "Daily Public School" for our younger sister States. Even Massachusetts, who gave us the doubtful legacy of the system plan, abolished the same in her own system, and although subsequently she gave the towns the privilege of returning to the 'old ways,' but fourteen towns in the entire Commonwealth availed themselves of the opportunity. These were remote, sparsely settled towns, generally cut into sections by natural barriers, forbidding an advantageous unification. We have an ardent desire, therefore, to remove all obstacles to the highest possible realization in our educational efforts.*

"*Life and Progress.*—Teachers understand how impossible it is to secure in a small school or in a small class, that healthful and proper stimulus which is almost an incident to the large School or the large class. One who has himself ever been an entire class, or one of two or three constituting a class, will remember how difficult it was to create in himself any such measure of interest as would make the labour of preparation other than a dreary task, and this evil extends to the teacher as well as to the pupil. He, too, needs stimulus.

"The small Section fails to secure that aggregate of interest on the part of the inhabitants toward the School, which is essential to make it successful. This aggregate of inter-

* In another part of his Report the Superintendent of Maine thus illustrates the character of this progress under the Township System ; he says :

TOWNSHIP SYSTEM.

"Quite a number of the townships, like Lewiston, Auburn, Lisbon, Durham, Greene, Turner, raised the current year more money than ever before, much more than required by law, for the support of the schools. Lewiston has provided herself with a superintendent at an annual salary of \$2,000 and travelling expenses. She is also taking steps to make her education more practical by putting into it an industrial element. Already her public schools are the best in the State. But the greatest educational achievement of the year is the abolition of the miserable district system by the Town of Lisbon, by which act the town became the owner of all the school-houses, the schools of the same length, with the whole management of the schools in the hands of the superintending school committee. Having voted to abolish the district system at the March meeting, the town, believing it would be judiciously expended by the superintending school committee, then voted to raise fifty per cent. more money than required by law for the support of schools, which gives three good terms of school the present year. Old school-houses have been repaired and new ones built. Lisbon has now four new school-houses that cost \$12,000 in the aggregate and while I regarded her schools, less than three years ago, as among the very poorest in the county, they are now, thanks to her public spirited citizens and her very efficient superintending school committee, far ahead of all others in the county, excepting the schools of Lewiston and Auburn, the two other towns in the county which have abolished the district system. I am fully satisfied that if an intelligent discussion of the subject, that a large part of the towns in the State would at once abolish the district system, and thus double the efficiency of the schools, with not more than one-tenth part of the present trouble in their management. And without this abolition I am also satisfied there can be no great and steadfast improvement of the schools."

est is the sum total of individual interest. Five families have less interest in a School than have ten, ten less than fifteen, and so on. The teacher thus receives less stimulus from his surroundings in small than in large districts. So with the pupils.

"Too many Officers."—Is not our present system defective in that it requires too many officers? The average number of individuals in each township who are the School officers of the Township, will be found to be from fifty to sixty, if we estimate three trustees to each Section; the whole number of School officers in the Province, something more than fifteen thousand! Such an army ought to do the work well, we say. Yet, who does not believe that one-fifth the number would do it far better? This gives one School officer for every ten or fifteen children. What an absurdity! who believes in this multiplicity of officers, which almost inevitably results in no supervision at all! Why not elect a township council of fifty in number? Who would care to live in a township thus supervised? Is it not that six men are found better than fifty, that six are elected? Six men competent for the School duties of the township would be infinitely more efficient than fifty, even if it were possible to secure fifty men as competent as the six.

"Unity the Rule."—The State (Province) is a unit for certain purposes. The Township is a unit for certain other purposes. For the purpose of education the Section has also been regarded as a unit. For almost every other purpose the Township has been found to be the true unit. Indeed, in several respects, in the educational part even, the Township system prevails. Would it not be wiser to make the Township a unit for educational purposes?

"Small Schools, Small Stipends."—It is quite natural to think that a teacher who can be secured for a small stipend will answer for a "small School," so that small Schools will, in general, be taught by teachers who could not secure situations in larger ones, and would fail if they did.

"Small Sections, Bad School Houses."—Small Sections will be likely to have bad School-houses. The expense of building and repairing falls heavily upon ten or a dozen tax-payers. And the old School-houses, many of them, unfit even for stalled cattle, will have to serve till that time when we have grown wiser and adopted a new order of things, for there is no hope under the present system that the future will afford relief. The population, except at business centres, is year by year gradually growing less. Small Sections are far less likely to furnish those facilities for illustration and reference so necessary to the teacher. Indeed, everything which involves an expenditure, is likely to remain undone. The trustee feels like being very economical when he reflects that he will be assessed one-tenth of any expenditure; so that globes, dictionaries and maps, prizes, and all School apparatus, are excluded from the School.

"Competitive Examinations."—Making one central board of supervision would render possible competitive examinations, which are now practically impossible. Such examinations would immediately shut out the most incompetent of our teachers. They would discourage mere girls, scarcely beyond the age which the law designates as infancy, from seeking places in our Schools as teachers, when they should be there as pupils.

"Evils of Nepotism."—Fewer daughters and nieces, and wives' sisters would be employed. Even when they are thoroughly competent, their employment is often seen to awaken such a spirit of antagonism as will impair the efficiency of the School. Nepotism is as baneful an evil in the politics of the School Section as in the broader field of the State.

"Better Teachers."—Again, a better class of teachers would be secured in the smaller Sections. It could not be expected that all the Schools of a township would be of equal size. The larger ones, the village Schools, as now, would secure the teachers without regard to expense. The lesser communities, noticing that they were obliged to help to support good Schools and pay large prices to the teachers of larger Schools would very soon begin to feel that if they were obliged to help to support good Schools for their townsmen, it would be wise for them to compel their townsmen to help to sustain good Schools for them.

"Permanence of Teachers."—This change of supervision would tend to remove the evil of a constant change of teachers. Permanency of supervision would result in permanency of teachers. The frequency of change in teachers is a most alarming evil with us. It breaks up all connection between one term and another. Each teacher has his own ways, and it takes some time to get out of the old ways and into the new, and quite a portion of

each term is spent in getting started. It thus often happens that a term is one-third spent before the work is well begun. It requires a term of ordinary length for a teacher to become familiar with the peculiar characteristics of his pupils. No very efficient work can be done till this is known. He has first to learn their needs and their capacities, before he can adapt his instruction to the necessities of each pupil. An ordinary teacher, who has taught a School for one term, will do more for that School than one of superior endowments and acquirements, who is an entire stranger to the wants of the School. Perpetual change of teachers and Inspectors of Schools utterly ignores the value of experience. I can conceive of no remedy for these evils which will be likely to prove so efficient as this change of system."

Evils of Change of Teachers.—Ex-Governor Boutwell, afterwards Secretary to the Massachusetts State Board of Education thus depicts the evils of a change of teachers under the School Section plan. He says:

"Practically the School Section system denies the value of experience. Each year sees a new trustee, and each term a new teacher. The experience of a year is often rendered valueless by the election of a new trustee; and the teacher labours for a single term, commencing without a knowledge of what the pupils have previously accomplished, and ending without an interest in their future. Under these circumstances, it is not strange that Section Schools are kept, term after term, and year after year, without an appreciable increase of power. 'The quality of the School depends upon the character of the teacher; and the character of the teacher depends upon accident, or the caprice, prejudices, or convenience of the trustee. Each teacher brings into the School his own ideas of teaching, and after two, three, or four months he goes away, and his place is taken by a stranger who introduces new methods, without the judgment of anybody concerning their relative value. The successive terms of School in the same Section have not, usually, any personal or educational connection with each other. Each term is an experiment which proves nothing but its own failure or comparative success; and it does not even furnish, either in its failure or its success, a basis for future operation.'

"Equalization of Taxation.—Again, this change would result in an equalization of the burden of supporting Schools. It now costs each tax-payer in a small Section more to support a poor School than it costs the tax-payer in the larger Section to support a good School. Statistics show that the expense per pupil increases in the inverse ratio as the size of the School diminishes. Why should not taxation for the support of Schools be equalized? Equity demands that it should. Every reason which can be urged in favour of good Schools demands that it should.

"Division of Labour.—No one, I suppose, at this day, assumes to doubt the wisdom of the application of the principle of division of labour, as applied to the mechanical pursuits. The manufacturer who should require each workman to make all parts of a watch, would find that he could not compete with his rival who put each workman upon a single piece; even in the manufacture of boots and shoes, where no great mechanical genius is required, it is found to be economy to allow each man to do a distinct part, so that the boot or shoe is not the work of one hand, but of several. If this be economy in the mechanical pursuits, how much more apparent is the wisdom of applying this principle to the more delicate and responsible work of developing and training the human mind?

"Classified Schools.—Now, this is the principle upon which the graded School is based. It is found that the teacher who teaches a few branches, and concentrates all his time and efforts upon these branches, can give more efficient instruction than the one who attempts to teach all. It is upon this principle, in part, that each college professor has his distinct department. This, however, is not the most substantial argument in favour of grading Schools. A graded School is simply a classified School. Every one knows, who is at all familiar with Schools, that their success depends very largely upon their classification. It requires just as much time to instruct one individual as to instruct a class; just as long to instruct a class of three as a class of twenty. If your School has as many classes as individuals, and this often happens in small Schools, the teachers' time is frittered away to little purpose. No School whose curriculum comprises all the studies from the A. B. C. to the highest branches taught in the Public Schools, can be thoroughly classified without having more classes than the teacher can well instruct.

"Evils of Heterogeneous Classes.—Every teacher knows how difficult it is to make an

impression upon the heterogeneous mass grouped together and called a class—made up of pupils pursuing the same studies, indeed—but of diverse age, diverse capacity, and diverse acquirements, as is usual in an ungraded School. The more gifted and accomplished are held back, while those of lesser gifts and acquirements are dragged on beyond their strength. The former grow lazy and indifferent; the latter discouraged and disgusted. The former require an overweening confidence in their own abilities; the latter fail to cultivate that healthful self-appreciation essential to success, which is naturally developed by association with ones' peers. Thus it happens that all stimulus, both to the bright and the dull, is removed.

“Unclassified Classes.”—Besides, it is impossible for any teacher to adapt his instruction to the varied capacities and diverse accomplishments of unclassified classes. This is difficult enough in a class which has been selected and grouped with reference to like capacities and similar acquirements. If he adapts his instruction to the more advanced, it will be beyond the comprehension of those less advanced. If, on the other hand, it is adapted to the needs of those less gifted, it becomes tedious and uninteresting to the others. Thus will all the interest be dissipated, while, if well classified, each individual inspires the other. Mutual labour and mutual sympathy are powerful stimulants, especially to the young. Each spurs and supports the other, and industry and diligence are secured in all.

“Specified Work for Each Class.”—Again, the graded School furnishes additional inducement to effort in this way:—Each class has its specified work, and no advancement to a higher grade can be secured until that work is done. Each grade is a position which cannot be reached except by passing step by step over all the intermediate ground. The pupils in each grade have the perpetual incitement of their more advanced associates. From one grade to another is to them a long stride. It seems a thing worthy to strive for. Now, these stimulants are especially needed by slow and not over-gifted minds, and to this class a majority of children belong. The result is, that progress is far more rapid and thorough in a graded than in an ungraded School.

“Systematic Instruction.”—Still, again, the graded system secures a systematic course of education. Each pupil does not for himself, nor can his parents for him, elect this study or that, as whim or caprice may dictate. He must take each in due time and order. That course of study is prescribed which will secure the best and most symmetrical mental development, embracing those studies a knowledge of which is likely to prove of the most practical benefit to the pupil in the business pursuits of after-life.

“Intelligence and Value of Property.”—Take another important view of the case. Go into any of our townships which have been blessed with a good school for thirty or forty years, and you will find the aggregate of intelligence to be far greater than in those townships which have enjoyed less educational facilities. Is the intelligence of its inhabitants nothing to a township? Is not the expenditure which shall secure this a good investment? True, we cannot estimate it in money, yet it is an investment that will make its return in kind. It is an invariable rule that the percentage of increase of valuation of property in any community is in the direct ratio of the increase of intelligence and virtue. Every citizen of extraordinary intelligence, or extraordinary virtue, enhances the value of all property of the township in which he lives. By just so much as you add to the virtue and intelligence of the inhabitants of the township do you add to the value of its acres. It is thus that it is true that “every man's sin is every other man's business.” It is just as true that every man's ignorance is every other man's business.”

Evils of Want of Classification.—Hon. Henry Barnard thus sets forth the evils that result from the lack of proper classification of Schools:—“From the number of class and individual recitations, to be attended to during each half-day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly is cultivated and tested; where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contact with the mind of each pupil, to arouse, interest, and direct its opening powers; instead

of all this and more, the brief period passed in recitation consists, on the part of each teacher, of hearing each individual and class, in regular order and quick succession, repeat words from a book, and on the part of the pupils, of saying their lessons, as the operation is most significantly described by most teachers, when they summon the class to the stand. In the meantime, the order of the School must be maintained, and the general business must go forward. Little children, without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; problems must be solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities—were it not an utter perversion of the noble objects for which Schools are instituted—it would be difficult to conceive of a more diverting farce than an ordinary session of a large Public School, whose chaotic and discordant elements have not been reduced to system by proper classification. The teacher—at least the conscientious teacher—thinks it anything but a farce to him. Compelled to hurry from one study to another, requiring a knowledge of methods altogether distinct; from one recitation to another equally brief and unsatisfactory, one requiring a liveliness of manner that he does not feel, and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares; from one case of discipline to another pressing on him at the same time—he goes through the same circuit, day after day, with a dizzy brain and aching heart, and brings his School to a close with a feeling that, with all his diligence and fidelity, he has accomplished but little good.”

AMENDMENT TO OUR OWN SCHOOL LAW RELATING TO TOWNSHIP BOARDS OF TRUSTEES.

One or two difficulties have been experienced in giving effect to our own law on the subject.* These difficulties, and a mode of overcoming them, have been pointed out by one of our Inspectors (D. J. McKinnon, Esq., of Peel), as follows :—

“ I have expressed my belief that under the township system, schools might be so placed that every child in the Townships of Toronto and Chinguacousy would be within two miles of some school. This might be done by planting schools ten lots apart one way, and four concessions the other, with one in the centre of each (almost) square, thus giving two concessions ($1\frac{1}{2}$ miles) as the maximum distance to be travelled by any child.

“ But here a difficulty meets us at the outset in the shape of several really good school houses already—many of them lately—built, and which it would be most unreasonable to close merely because a little out of place. I have found, however, that by slightly modifying the original scheme these schools may be all brought in by leaving only one corner of either township (7 lots), more than two miles distant from some school—children from the same corner having now to go more than four miles.

“ We have at present 46 sections in Toronto and Chinguacousy, of which 9 are Unions, and supposing the burden of five of these to fall upon these two townships, there are still 41 left. Besides, there was presented to the county council at its last session a petition from certain farmers in Chinguacousy, showing that some of their children had from four or five miles to walk to school, and praying for a new section. Should the wish of these ratepayers be granted, there would be 42 schools to support under the present system instead of 37 under the township plan. Should ratepayers in each of the five sections in Chinguacousy, whose outskirts lie three miles or more from their respective school-houses take the same course, it would, by multiplying the number of schools, very materially increase taxation in that township.

“ But even reckoning the number of schools to be kept up under the present system as only 42, there would still be five more than under the township plan; and counting

* The same difficulties, in giving effect to the law, are, no doubt, experienced by other Inspectors, so that the example and illustrations here given, may be taken as a fair specimen of similar difficulties in other parts of the Province.

the cost of maintaining each school in the future as \$500 per annum (interest on value of site, building, furniture, &c., say \$1,500, at 7 per cent. \$105; firewood, \$20; repairs, prize books, &c., \$15; and salary of a teacher, \$360), the amount saved on the five schools would be \$2,500, or \$60 a piece to each of the 37 schools, and \$280 over for 'contingencies.' That is to say, it would cost the people exactly the same to have a \$360 teacher under the township system as a \$300 man at present; or rating teachers according to salaries, the efficiency of the schools would be increased by 20 per cent.

"But here I anticipate an objection. If the number of the schools were reduced to 37, would not the increased attendance at each make the work too great for 37 teachers to overtake? I answer decidedly, no, for the aggregate attendance of the townships for the first half year of 1871, was only about 1,400, or less than 38 a piece for 37 teachers, while for the second half it was some 50 less, so that even if the attendance should increase by one-fourth on account of the greater facilities afforded to children who are now at too great a distance, it would still fall below the 50 allowed to each teacher by law.

"Another great advantage of the township system would be the equalization of taxation. I shall at this time merely say, that the present system is most unjust, some sections in the county having double the amount of ratable property that others have, and consequently requiring to pay each man less than half the taxes for the same class of school.

"But what about the new and good houses already built? Will those who have paid some \$40 apiece for school-houses in their own sections be required to turn round and pay their (say) \$20 additional for similar buildings in other parts of the township? This would assuredly be most unfair as men in sections that have been enterprising enough to put up expensive houses would have paid some \$60 for schools belonging to the whole township, while their more canny neighbours whose present schools were built some 30 years ago, would get off with \$20! But fortunately the remedy is simple. If A. and B., two merchants in the dry goods trade, having stocks valued at \$7,000 and \$3,000 respectively, agree to go into partnership on even terms, with a capital of \$20,000, on the understanding that their present stocks shall be the property of the firm, it would be absurd for B. to say, 'We have now \$10,000 between us, and the \$10,000 more required will be just 5,000 apiece, because, you know, we're equal partners.' 'No.' A. would say, 'I've \$7,000 in now, and you've \$3,000, so I shall put in \$3,000 and you \$7,000, and then we'll be on even footing.' And so may it be arranged with existing school property. Let the township board, if formed, buy up all the school property of the various sections at a valuation, so that the value of such property shall be deducted from the building taxes of those who have paid for it, and thus evenhanded justice done.

"But what of the fairly good school-houses—those not quite coming up to the requirements of the law, but yet too good to throw away entirely? Make them into teachers' residences. A partition or two run through, and a kitchen attached, will convert the most of them into very comfortable little houses, and this would be by no means a useless investment, for fully one-third of the teachers at present engaged are married men; and I have known of several instances during the past year where a good school has been refused by a good teacher simply because he could not get a house.

"Of course, even if township boards were at once established we could not expect to see all these changes at once. New schools would have to be built no sooner than they will if no such change take place, but when built they would be in the most convenient places, and every child could at once be allowed to go to the school nearest him. After all, it would perhaps be hardly worth while to make such a change for the sake of saving a couple of dollars a year to each farmer, but for the sake of the little ones who now must wait to ten or twelve years of age before they can walk their three miles or so to school in winter, it is worth while to go to some trouble."

In a memorandum addressed to the Government last year on some amendments to the school law, the following suggestions were made:—

"The 14th section of the School Act of 1871 might be amended so as to provide that school sections which have erected good school-houses of a certain valuation to be determined, should be exempted from taxation for new houses in other parts of the township where this had not been done. It might be well to consider whether it would not be better further to amend the law, so as to authorize two or three of the existing school sections (according to the size of the township), to unite and elect one member to the

township board, to retain the existing boundaries (subject to alteration by the board) for taxation purposes, but to abolish them so far as they now restrict the right of each ratepayer to send his child to the school of the section in which he pays school rates."

SUMMARY OF THE DISADVANTAGES OF A SCHOOL SECTION SYSTEM, AND THE ADVANTAGES OF A TOWNSHIP BOARD SYSTEM.

1. *The Disadvantages.*

The following enumeration of some of the prominent obstacles which are in the way of the greater efficiency of our schools under the district system is worthy of attentive studying. They are a summary of what has been stated at length in the preceding pages:—

The evils are:—

1. Total lack of efficient supervision.
2. Constant change in the schools as supervised.
3. Very many badly qualified teachers.
4. Constant change of teachers.
5. Lack of interest in schools on the part of teachers and trustees.
6. Employment of relatives and favourites, often without any regard to proper qualifications.
7. Too small schools in many sections.
8. Too short schools in small sections.
9. Employment of immature and incompetent teachers in small sections.
10. Miserable school-houses in many sections.
11. Irregular attendance of pupils.
12. General lack of facilities to aid the teachers.
13. No schools in many sections.
14. Lack of proper qualifications, such as would be required in a uniform township school.
15. Total disregard to the programme, pupils often studying what they choose and not what they ought.

These twelve seven and one plagues of our public-school system will be recognised by every one who has had any experience in connection with our public schools.

2. *The Advantages of a Township System.*

The following are given as some of the desirable results to be realized by abandoning the section system, and placing the schools under the care of a township board:—

1. It would secure just as many schools as the necessities of the community demand, each being an integral part of one central organization, and adapted to the wants of individuals.
2. It would dispense with a large number of school trustees, collectors, &c.
3. It would establish a uniform rate of taxation.
4. It would furnish more uniform and equal advantages and privileges to every resident.
5. It would allow the child to attend school where his own interests would be best conserved, with no restraint save what the general interest might require.
6. It would prevent endless difficulties and strife about school section boundaries.
7. It would diminish the aggregate expenditure for schools.
8. It would secure a more efficient system of school inspection and supervision.
9. It would secure a permanency of the advantages of supervision.
10. It would secure greater permanency of teachers.
11. It would secure a better class of teachers.
12. It would secure better compensation to competent teachers, and less employment for incompetent ones.
13. It will secure better school-houses.
14. It will secure greater facilities to teachers for reference and illustration.

15. It will enable townships to establish graded schools.
16. It will secure uniformity of text-books in the township.
17. It will result in more uniform methods of teaching.
18. It will secure the establishment of a course of study, and will tend to keep pupils longer in school.
19. It will secure to the Education Department more reliable statistics.
20. It will insure schools in every section of the township, and prevent a bare majority from depriving a respectable minority of school privileges.
21. It will tend to diminish neighbourhood quarrels.
22. It would insure the employment of fewer nephews and nieces, sisters and sisters-in-law.
23. It would insure a larger aggregate of interest on the part of the community in each school.
24. It would render possible competitive examinations.

There is no gainsaying the force of the argument presented by the above points, all of which are susceptible of the clearest proof and demonstration. Nothing but apathy and prejudice can prevent a reasonable person from seeing that they are conclusive in favour of a change. Are those persons who cling to the school system aware of the following fact? That of those townships in Massachusetts and other States, which have abandoned the district system, it is very rare that one, after a fair trial, has any inclination to return to that system. The advantages of the township system are too apparent and too important to be lost when they have once been attained and enjoyed.

V. ADDITIONAL NORMAL SCHOOLS FOR THE PROVINCE.

1. It is gratifying to observe that one of the most important results of the operation of the School Law of 1871 has been the almost simultaneous demand all over the Province for additional Normal Schools. I have already referred, in another part of the Report, to the gratifying success of our present Normal School, and will now devote a short space to the illustration of the value of training, and will then refer to what is doing elsewhere in this direction.

IMPULSE GIVEN BY A UNIFORM STANDARD OF EXCELLENCE IN EXAMINATION.

2. The impulse which the recent Examinations of Public School Teachers throughout the Province has given to the profession, can scarcely be over-estimated. When brought to the test of a uniform standard of excellence, many teachers throughout the Province felt that they were much below that standard, and a desire sprang up among them that they should avail themselves of the advantages of Normal School Training without delay. Hence the desire for the establishment of additional Normal Schools at various places in the Province. I had suggested to the late Attorney-General Macdonald, that he should take steps for the establishment of these Schools. He concurred in the suggestion, and the intentions of the Government on the subject were intimated in the speech from the Throne, in December of last year. Various circumstances prevented the carrying out of the suggestion during that year, but I am glad to know that steps will now be taken to give it effect, and to establish two, if not three new Normal Schools, at as many different parts of the Province.

THE VALUE OF NORMAL SCHOOL TRAINING IN ONTARIO.

3. We have in our own Province abundantly demonstrated the value to the Schools, and to the profession of teaching, of the Normal School established in 1847, and so successfully conducted for the last twenty-five years.

There are many among us who remember not only the inferior character of the teaching practised in most of our Schools twenty-five years ago (though there were many excellent individual Schools), but also the characterless class of very many of the teachers who were freely employed all over the Province. Men who had failed in other pursuits,

men who had no adaptation to the work,—men whose drinking habits were a reproach to the neighbourhood, and men who had scarcely mastered even the merest rudiments of education, were in numberless Schools set over the youth of the country, and were without question entrusted with the responsible, and almost sacred duty of training the future men and women of the land. There were in many cases noble exceptions, in which men of sterling character, and unexceptional attainments, were employed; and these teachers and their labours are remembered with gratitude in many neighbourhoods to this day. From the ranks of these teachers, and of the intelligent youth in the various counties, our Normal School was first filled. The effect of the training of the early Normal School students, under the lamented T. J. Robertson, Esq., the first Head Master, was soon felt. Not only was the character of the teaching in the Schools, where these students were employed, at once elevated, but soon the felt influence of their improved methods of teaching was extended to other Schools. The demand for the better trained Normal School students, caused the salaries of the teachers generally to be gradually raised; and happily, though too slowly, the salaries of members of this important profession have since continued to advance.

NECESSITY AND IMPORTANCE OF NORMAL SCHOOL TRAINING.

4. I shall now illustrate the necessity and importance of Normal School Training, from two or three sources. The Superintendent of Public Instruction in the State of Minnesota, very properly remarks:—

“Something besides technical knowledge is necessary to enable an individual to perform successfully the responsible and difficult work of teaching, and this something must be secured, either by unaided efforts in the practice of teaching, or by preparatory training in a School established for the purpose.

“It is not denied that experience will make excellent teachers; but while it is being gained, who can estimate the damage inflicted upon the children? While it is admitted that many persons make in time excellent teachers—industrious, conscientious, ambitious, and skilful, this success is attained at great cost to the people, who pay the expense of the Schools and the children who attend them. The pupils under such teachers answer to the raw material practised upon by the unskilled hand of an awkward apprentice. It should be self-evident that the profession of the teacher does not stand alone, requiring no preliminary induction into the mysteries of the art.”

NECESSITY OF TRAINING FOR THE PROFESSION OF TEACHING.

5. Hon. J. P. Wickersham, State Superintendent of Schools, in Pennsylvania, speaking of the great necessity for a supply of properly trained teachers, uses the following language:—

“Few will, at this day, seriously question the truth of the assertion, that teachers need preparation for their work. They must either learn to teach by experimenting upon their pupils, or by undergoing a preparatory course of instruction.”

Mr. Niles, of ———, in speaking of the necessity of proper training for the profession of teaching, thus forcibly writes on *the infiction* caused by unskilled teachers in the Schools:—

“To those who know that the lowest grade of certificate is given to persons of ‘no particular qualifications,’ and to such as lack experience in teaching, comment is unnecessary. As the guardians of the Public Schools, can we do less than suggest the means by which the thousand yearly beginners in the work of teaching shall receive some professional training? As a knowledge of the art of teaching is essential to success, and as it is the policy of the State to educate her teachers, we must make such use of existing agencies, and others which may be created, as will render it possible to place, in the near future, a teacher, qualified in the branches to be taught, and in methods of imparting instruction in every School.

“We should constantly impress upon the mind of every student who expects to teach, that no pupil from the Public School, Graded School, College, or University, is fitted to begin teaching in the primary department of the Village School, or even in the

poorest log school-house in the back woods, until he has added to all other natural and acquired qualifications, a knowledge of the *great art of teaching*.

"When we, as the exponents of all that is advanced in education, we, who are brought in daily contact with inefficiency in the school rooms; who see the people's money wasted by the unskilful; who see thousands of young children submitted to processes which make our souls sad, come to regard this knowledge as indispensable, there will be more applicants for seats in these buildings."

TIME LOST IN THE NORMAL SCHOOLS FROM WANT OF LITERARY QUALIFICATION ON THE PART OF STUDENTS.

6. Owing to the very limited scholarship of those who have applied for admission, the Normal Schools have been obliged to begin their work of education far down, to consume much time in giving pupils a knowledge of the elements of English grammar, geography and arithmetic. It has been found necessary to drill almost every pupil in the branches, which the law requires to be taught, before he could take instruction in methods. So long as the grade of scholarship is so low as to make this course unavoidable, a large number of trained teachers cannot be expected."

THE PROVINCE OF THE NORMAL SCHOOL.

7. The Superintendent of Education in Iowa correctly observes :—

"It is the office of Normal training to develop, strengthen, and stimulate whatever latent talent the individual may have in these directions, and not to impart to him faculties he does not possess.

"It is pre-eminently the province of the Normal School to drill in method, and enforce the underlying principles, which commend recent and improved methods to the acceptance of its pupils. Indeed, as a plan for professional training, the instruction should be exclusively special, at least, as nearly so as the circumstances will allow. The general education should have been secured by the applicant before he subjects himself to a course of Normal instruction. He comes to make search, under the direction of competent trainers and instructors, into the experience of the past, and puts himself down to a regimen of practice and criticism in Model Schools and elsewhere, upon such methods of instruction and school government as shall best meet the wants, capabilities, and unfolding stages of the human mind."

NUMBER OF NORMAL SCHOOLS ELSEWHERE.

8. There are in England and Scotland 38 Normal or Training Schools (almost entirely denominational), and one in Ireland. These Schools were in 1870-71 attended by upwards of 3,000 students. Admission to them was by competitive examination, open only to those who intend to adopt or follow the profession of teaching, and who have either served the apprenticeship of "pupil teachers" or are over 18 years of age.*

The expenditure for these Schools in 1870-71 was about \$560,000. The original cost of the buildings for them was \$1,540,050.

In the German Empire there are about 100 public and 40 private Training Schools for teachers.

In Norway and Sweden there are 15 Normal Schools; in Switzerland 4; in Portugal 2; and several for females are projected under the new school law of Turkey.

In the United States there are 87 Normal Schools, and 27 Normal or Training Departments in Colleges or Universities. The annual State appropriations for each of these

*The experienced Agent of the State Board of Education for Massachusetts (A. T. Phipps, Esq.), in speaking of the age at which students should be admitted to the Normal School, remarks :—

"I am decidedly of the opinion that it would be wiser to add a year to the minimum age required for admission to the Normal Schools, at least for the ladies, and not admit any under seventeen years of age, than to admit them at sixteen as now required, or considerably under sixteen, as occasionally permitted. With a higher standard of scholarship for admission, and with greater maturity, physical and mental, of those admitted, I think we should secure a superior class of teachers for graduation, and thus elevate the character of our Normal Schools."

Schools varies from \$2,000 to \$20,000. The number of Normal Schools and Normal Departments of the Colleges in the various States are as follows :—

State.	No.	When Established.	State.	No.	When Established.
Illinois	10	1857—1869	New Jersey	2	.....
New York	11	1844—1867	Maryland	2	1865
Ohio	9	1852—1865	Mississippi	2	.....
Massachusetts	7	1839—1872	Louisiana	2	1858—1869
Missouri	6	1857—1869	North Carolina	2	1868
Pennsylvania	8	1848—1869	Oregon	2	.....
Wisconsin	5	1862—1867	Other States and terri- tory	13	1854—1870
Iowa	4	1863—1866		114	
West Virginia	5	1868—1870			
Tennessee	4	1866			
Indiana	3	1867			
Minnesota	3	.....		
Vermont	3	1867—1868			
Kentucky	3	.....		
Virginia	2	1867—1868			
California	2	1862—1869			
Florida	2	.....		
Maine	2	1863—1867			

NORMAL SCHOOLS IN PENNSYLVANIA.

9. In the Report of the State Superintendent for 1871, he says :—

“The State is divided into twelve Normal School Districts. To nine of these the State has appropriated \$15,000 and upwards each, towards the erection of buildings for Normal School purposes. The balance of the money for their erection either has been or must be raised by local contributions. The buildings, when erected, do not belong to the State, but to the stock-holders, or contributors, who, however, cannot dispose of them or use them for any other purpose without the consent of the State authorities. The State has appropriated considerable money to the several Schools for the purchase of apparatus. No School can be recognised as a State Normal School until it has been found by the State authorities to conform to the requirements of law, and when recognized, its charges, course of study and disciplinary regulations must be approved by the State Superintendent. The State furnishes diplomas for all graduates of Normal Schools, and the State Superintendent is Chairman of the Board that conducts the examination of the graduating classes. The State pays each student, who is attending a Normal School for the purpose of becoming a teacher, fifty cents a week towards his expenses, and gives him a gratuity of fifty dollars at graduation. All appropriations to State Normal Schools are paid by the State Superintendent.

COST OF PENNSYLVANIA NORMAL SCHOOLS.

10. The value of the Normal School Buildings and Grounds in Pennsylvania is estimated at \$380,720, and the aggregate annual expenditure at \$154,320. During the year 1872, the State appropriations in aid of Normal Schools were as follows :—

Name.	Amount.	Name.	Amount.
	\$		\$
Millersville	50,293	Kutztown	21,999
Manassfield	39,842	West Chester	15,557
Bloomsburg	27,388	Sheppensburg	15,000
California	25,000	Indiana	15,000
Edinboro	22,462	Lock Haven	15,000

or a grand total of \$247,541.

11. COST OF MASSACHUSETTS NORMAL SCHOOLS.

Name.	Cost of Land and Buildings.	Yearly Cost.	Name.	Cost of Land and Buildings.	Yearly Cost.
Frammingham	\$ 121,787	\$ 10,796	Bridge Water	\$ 116,400	\$ 12,581
Westfield	102,000	13,048	Salem	116,200	11,394

or a total cost of land and buildings \$456,387 and of yearly cost \$47,829.

The State Legislature has also appropriated \$60,000 towards the erection of a new Normal School at Worcester, and the City of Worcester has given land for a site, valued \$25,000 ; total \$85,000.

12. COST OF THE NEW-YORK NORMAL SCHOOLS.

Name.	When Established.	Value of Site and Buildings.	Value of Furniture.	Value of Library and Apparatus.	Total Value.	Received from Treasurer.	Yearly Expenditure.
Albany	1844	\$ 75,000	\$ 3,000	\$ 6,000	\$ 84,000	\$ 4,823	\$ 22,490
Blockfort	1866	115,380	5,800	9,900	131,080	3,902	28,204
Buffalo	1867	125,000	7,500	4,500	137,000	.....	.....
Cortland	1866	89,500	6,500	5,134	101,134	431	17,927
Fredonia	1866	97,000	4,200	6,430	107,630	1,117	18,857
Genesee	1867	82,000	3,000	5,350	90,350	.....	.....
Oswego	1863	70,000	5,500	9,000	84,500	.....	17,718
Potsdam	1866	84,000	5,998	5,229	94,045	1,352	21,639
Plattsburg .....	.....	"The town was authorized in 1869 to erect a building for a Normal School, to be supported by the State."					
New York City	1871	350,000	.....	.....	.....	.....	.....

VI.—COUNTY TEACHERS' INSTITUTES.

PROVISION MADE FOR TEACHERS' INSTITUTES IN ONTARIO IN 1850.

1.—In the School Act passed early in the year 1850, an appropriation was made "for the encouragement of Teachers' Institutes," which was intended to assist in defraying the incidental expenses of such Institutes, such as the accommodation, stationery, maps, apparatus, and sometimes special lectures to teachers on special subjects. This is the mode in which they have been encouraged by public aid in the neighbouring States, where, they have become an Institution and almost a regular branch of the School System.

I never acted upon this provision of the law but once, namely, in 1850. That year we dispensed with a Summer Session of the Normal School, and I got the two principal masters of the Normal School to conduct Teachers' Institutes in the several Counties of Upper Canada, my official circular on that occasion is hereto appended, and fully explains the design of such Institutes.

But as there has been no proper classification of teachers, or classified programme of studies, such as could be carried into effect, no local superintendents competent to conduct such Institutes, or teachers of sufficient and acknowledged eminence among their fellow teachers to designate for that purpose, I had thought it would be useless and a waste of

time and money to recommend them, and to aid in defraying their expense. But now there are experienced and distinguished teachers as Inspectors, and others in each county of sufficient qualifications to assist in conducting such Institutes, and as several informal ones have been held with good results during the past few months, I have thought the time arrived when their agency might be usefully introduced for improvement of teachers, and especially in teaching those subjects of elementary science now required to be taught. Under these circumstances I have recommended that the provision of the School Act of 1850 be acted upon to a limited extent during the year 1873.

OBJECT OF TEACHERS' INSTITUTES.

2.—A Teachers' Institute is a meeting of teachers assembled two, four, or ten days, or two or four weeks, for the purpose of improvement in their profession. During each evening of such Institute, a public lecture is usually delivered on some subject connected with Public School Education. It is suggested that during each day, the teachers composing the Institute be either formed into classes, for school exercises, under able instructors, or discuss the modes of teaching the various subjects of Common School instruction, and school organization and discipline.

The evening lectures might commence at eight o'clock. The exercises each day will commence in the morning at nine, and continue until noon; will be resumed in the afternoon at two, and close at five.

The subjects which should engage attention during these exercises ought to be, chiefly, the METHODS AND PRINCIPLES OF TEACHING, *Reading, Writing, Arithmetic, Orthography, Geography* (with mapping), *Natural and General History, Grammar*, and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance; and as circumstances suggest, collateral subjects may on some special occasions be introduced, but I propose that the proceedings of such Institutes will be governed by regulations to be prepared.

DESIRE AND NECESSITY FOR TEACHERS' INSTITUTES IN ONTARIO.

3. Within the last year or two, a great desire has been felt among teachers in this Province for the establishment of County Teachers' Institutes. This feeling has arisen chiefly from two causes:—1st. The institution of a more extensive, simultaneous and thorough system of examination in the several counties has demonstrated to teachers the necessity of making additional efforts to qualify themselves for passing that examination; and 2nd, The desire of many teachers, who have been for many years in the profession, to avail themselves of the advantages of such a valuable and suggestive help as that of an Institute, rather than attend and submit to the routine of a Normal School, with their younger brethren. As a substitute for a Teachers' Institute, the County Teachers' Associations have, as a general rule, held meetings or conventions throughout the country, to discuss subjects of study and matters pertaining to their profession. At some of these gatherings resolutions have been passed, urging the necessity of establishing Teachers' Institutes. In the County of Huron, the following resolution was passed:—

"That under the present system of examination, it is essentially necessary to have some connecting link between our Schools and Examining Boards, to provide professional training for such teachers as do not feel disposed to attend the Normal School. Believing, therefore, that Teachers' Institutes, properly conducted, would remedy the existing state of things, and tend to systematize the whole work of Public Schools throughout the Province, we would strongly recommend the formation of County Institutes, to be held immediately before the summer examinations, attendance at such meetings to be noticed on awarding certificates. We would recommend that the Chief Superintendent be respectfully requested to take steps to bring the matter under the notice of the Government, so that Institutes may be established as soon as possible."

The County of Durham Teachers' Association also unanimously passed the following resolution:—

"Being fully impressed with the importance of having trained teachers, we would

most respectfully and earnestly impress upon Government the necessity of establishing County Institutes for the training of teachers."

PROVISION FOR HOLDING TEACHERS' INSTITUTES IN THE UNITED STATES.

A recent number of the *Michigan Teacher* thus explains the provisions for holding Teachers' Institutes in various American States:—

"*Wisconsin* compels the County Superintendents to 'organize and conduct at least one Institute for the instruction of teachers in each year,' and authorizes the Board of Regents of Normal Schools to use any sum within \$5,000 per annum for Institute expenses. In the expenditure of this allowance, they must give preference to the sections of the State receiving least direct benefit from the Normal Schools. School Boards are authorized to allow teachers their salaries for time spent in actual attendance upon Institutes. In *Maine*, whenever twenty-five teachers of any county make a written request to that effect, the State Superintendent may hold an annual Institute in that county, of at least ten days' duration, and may expend \$4,000 per year upon such Institutes. *California* appropriates \$100 for each County Institute of three to five days' length, which the Local Superintendent must hold annually in counties having ten or more School districts. Every teacher of a Public School must attend, and the School Board 'shall not only allow, but shall require the teachers in their employ to attend every Teachers' Institute held in the county,' and their pay is not diminished for such attendance. Any county having a regularly organized Teachers' Association or Institute, holding meetings monthly, may be exempted, if a majority of the teachers in the county vote to sustain monthly meetings. *Pennsylvania* appropriates \$60 to \$200 (according to attendance) for every five days' Institute. Each County Superintendent must hold one yearly. The teachers may be allowed their time; and 'any teacher who absents himself from the Institute of his county without a good reason, may have his want of professional spirit and zeal indicated by a lower mark on his certificate, in the practice of teaching, than he would otherwise have received.' Two Saturdays in every School month may be used for Institutes in any district, and reported as a part of the School month. *Iowa* gives subsidy, not exceeding \$50, for each Institute of not less than twenty members and six working days. Any School in the county must be closed while the Institute is in session, and the teachers' pay goes on during the time. They, as well as all candidates for certificates, are required to attend or present satisfactory reasons for non-attendance before receiving license to teach. Similar provisions subsist in *Kansas*. *Indiana* allows \$50 for an Institute having an average attendance of forty, and \$35 for one with an average of twenty-five. The Public Schools must be closed during the session, but the teachers are not compelled to attend, nor is their time allowed even though they attend. A good foundation for an Institute fund is provided in *Ohio*, where teachers pay a fee of fifty cents for examination, which is set apart for their benefit, in meeting the expenses of County Institutes. The plan contemplates a permanent organization with at least forty members. In most of these States, and in *New York*, the County School officers are required to hold Institutes once a year. In the State last named, the Commissioner must 'induce, if possible, all the teachers in his district to be present and take part in the exercises.' A teacher who closes his School to attend an Institute, does not thereby forfeit his contract, and has his time allowed. The necessary expenses are paid by the State. In *Vermont*, only two days' time is allowed teachers for attendance upon Institutes, without diminution of wages. *Louisiana* has a curious provision that Institutes shall be held 'where the teachers will receive the encouragement of hospitality.' *Illinois* makes very indifferent provision for Institutes, but, by a recent law, provides for the organization of County Normal Schools."

GREAT VALUE OF TEACHERS' INSTITUTES IN AWAKENING INTEREST.

The following testimony as to the great influence of Teachers' Institutes on the teachers' profession, and in promoting educational zeal, is of interest and value. The superintendent of one of the neighbouring States says:—

"If any one doubts the utility of County Teachers' Institutes, such an acquaintance with their practical workings and results, as I have enjoyed during the last four years would

effectually remove such doubts. In some counties the first real impulse to the cause of education dates from the first Institutes held in them. They have done incalculable good. Not only has the enthusiasm of teachers for their profession been kindled by them, their ideas enlarged, and their knowledge of methods increased, but the interests of parents and the public generally awakened in behalf of the cause of popular education. 'They have saved many an inexperienced teacher from despondency and failure. They have placed in many hands the key of success for lack of which they had groped in darkness. They have sent many weary hearts back to their School-rooms, full of the inspirations of hope. They have imparted to each one the collected wisdom and experience of all, and thus reduplicated the teaching power of a whole country. They have so held the mirror of true excellence, that all could see in what it consisted, and thus enable many a community to judge and act more wisely in the choice of teachers. They have been the forums where popular errors and fallacies have been discussed and exposed, and great truths in educational philosophy have been vindicated.'"

The United States Commissioner of Education at Washington, in surveying the educational field in the various States, remarks :—

"It is gratifying to observe how widely and uniformly the Teachers' Institutes have been employed through the country for the improvement of teachers, and through them of the Schools. Many of the ablest teachers and educators have contributed to their success. For many teachers they are the only source of correct ideas in regard to methods of instruction, discipline, and School management. They scatter the gems of the best thought upon education, and, by the general attendance of the citizens of the places where they are held, contribute greatly to improve the public mind, and correct and elevate the educational sentiment."

STIMULATING EFFECTS OF TEACHERS' INSTITUTES.

The Superintendent of Iowa, thus describes the effect of Teachers' Institutes in his State :—

"In some of the counties, the Institute season has been made the occasion of enthusiastic revivals, so to speak, of energies long languishing ; and we have been informed that the effect on the teachers' profession in those localities, and on the School officers, and on the condition of the Schools, has been electric. Such results must follow from Institutes when properly conducted. In accordance with their original intent, they are thus demonstrated to be, not only an indispensable link in that admirable system of State supervision, which keeps the machinery of popular education running ; but also, and chiefly a stimulus to the teacher, and through him a mighty agency for arousing and shaping all the School elements of the country. The framers of the law have borne testimony to the value they place upon this part of the School work, by providing that a teacher's attendance upon an Institute, whilst the term of his School is in progress, shall cause no reduction in his stipulated wages ; and that it shall even be made binding upon him, as a condition for his securing a certificate, that he be in attendance, unless unavoidably prevented.

"During the past year, seventy-six counties have had the benefit of \$50 each, making an appropriation of \$3,800 for the support of these professional gatherings.

"I have met two hundred and forty teachers in convocation in a single county. And it is a grand sight, and a privilege to be envied, to stand before an audience of such labourers in the cause of universal, free education.

"One of the most prominent and judicious State Superintendents in the United States makes the unqualified assertion. 'No other agency has done more to strengthen and vitalize our system of public education than the meeting of teachers, School officers and friends of Common Schools, known as Teachers' Institutes.'"

WHO SHOULD CONDUCT TEACHERS' INSTITUTES.

"In Iowa, the management of Teachers' Institutes is, by statute, put into the hands of the County Superintendent, and is, of course, the most difficult and responsible labour he has to perform. If, in other departments of his office, he can succeed well with an ordinary share of scholarship and fair administrative ability ; here, he will have occasion for the exercise of the highest attainments and best qualifications of an experienced educator. It

is at this point, and in this trying situation that the ability of the County Superintendent is most effectually tested. The County Superintendent should be a well-known, practical, tried educator, a man of experience in all departments of Public School work, conversant with the details of School organization, in Schools that are graded and Schools that are not, with the advantage, if possible, of a thorough Normal training in his profession,—in short, he should be an approved Public School man. If he can bring to his task the implements which the higher ranges of culture will provide him, so much the better. But it is insisted, that he should at least be a man who has devoted himself *durante vita*, to the profession of teaching, and can furnish evidence that his undivided energies are given to the work.

SUGGESTIONS AS TO MODE OF CONDUCTING TEACHERS' INSTITUTES.

The Superintendent of the State of Minnesota makes the following general remarks on the mode of conducting Institutes. Full instructions, however, will be issued on the subject:

"In order that a Teachers' Institute may be profitable to those in attendance, the teaching exercises should be by the best and most experienced teachers that can be procured. The character of the teaching must be confined principally to instruction in methods and matters strictly professional; and less to the instruction in the branches of study required to be taught in School.

"The plan of conducting the State Teachers' Institutes has been as follows:

"Teachers were required to assemble punctually at 9 o'clock, Monday morning, and to be present at all the exercises, day and evening. The daily instructions were confined to methods of teaching the common branches required by law; special attention being devoted to the oral elements of our language, phonetic spelling, &c.

"Questions were submitted to the class during each exercise, for the purpose of fixing more firmly the principles enunciated. At the close of each day some time was spent in answering questions from the 'Question Box.' The evenings were devoted to the discussion of School matters by teachers and citizens, or to lectures, as might be previously arranged.

"One evening during the session the State Superintendent gave a practical lecture upon School discipline, how to secure good order, the relation of the teacher to his pupils, to their parents, to the School officers, the method of securing punctuality, system in study, the importance of daily moral instruction, and other kindred subjects."

WRITTEN EXAMINATIONS AT THE CLOSE OF THE INSTITUTE.

The following valuable practical suggestions occur in the last report of the State Superintendent of Maine: that of holding written examinations for certificates at the close of the examination. That plan might be adopted with profit at the close of the Institutes in midsummer. The Superintendent states that in Maine "more than forty County Institutes have been held the past year, with an attendance of nearly four thousand teachers. These Institutes have been conducted entirely by our County Supervisors.

"The written examination on the closing day of the Institute has constituted one of the chief features in the Institute work of the past two years. In my humble estimation there can be no doubt about the value of this last day's work, and the accompanying issue of graded certificates. It serves as a point to reach, a mark to aim at during the preceding days; it stimulates the industrious to increased activity, and drives away the drones; it indicates the weak point in the teacher's attainments, and intimates the direction for future efforts; especially does such an examination bring to the surface and to notice the truly meritorious and persistent teacher—persistent in a laudable determination and ambition to master his profession. More than fifteen hundred graded certificates have been thus issued the past year. School agents and superintending School committees are now beginning to ask teachers to exhibit their record at the Institute examination. This is right, and corresponds to the New York plan of employing as teachers only those who have attended the Institute.

"The amount appropriated for Institutes by the last Legislature was \$8,000."

FACILITIES FOR ATTENDING TEACHERS' INSTITUTES.

Another good suggestion is made in the Report of the State of Massachusetts for 1871, as follows:

"In several of the States—New York, for instance—where Institutes are annually held in each county, the Common School teachers are required by law to attend them, as one of the conditions of receiving a certificate of qualification to teach.

"I therefore recommend that the Legislature be requested to pass an Act which shall give the School board of any township authority to allow the teachers in their employ to close their Schools and attend upon any Institute held in term time, and in their returns to the State Board to make no deductions for the time thus employed."

VII.—SUPERANNUATION OF WORN-OUT TEACHERS.

Having in my last report entered fully into the question of the "Duty of Teachers to provide for the support of those worn out in the profession," I need only in this report refer to one or two points.

It is now nearly twenty years since the Legislature (in 1854) inaugurated a benevolent scheme for the formation of a fund, out of which to pension the worn-out members of the profession of teaching.* It provided that teachers should contribute four dollars per annum to the Superannuation Fund, while Parliament would supplement these contributions by a liberal annual grant. The Legislature performed its part generously, but the teachers, except in a very few isolated cases, failed to do theirs. This they themselves seem to have felt; for in 1869 the Provincial Teachers' Association suggested to the Legislature that each person on entering the profession of teaching should pay a fee of ten dollars into the Superannuated Teachers' Fund for his certificate.† In the draft of Bill, as submitted by me to the Government in 1869, I modified this proposal, and provided that "no certificate of qualification should be valid any longer than the holder thereof should pay four dollars per annum into the fund for the support of superannuated or worn-out teachers, as provided by law." This proviso embodied an equitable principle of the English and Dominion Civil Service Acts, and was designed to do much to provide permanency in, and elevate the teachers' profession; while the salaries of teachers in their agreements with trustees, would no doubt, in most cases, be augmented in proportion. In the passage of the measure through the House this feature of the Bill was modified so as to read as follows: "Each male teacher of a Public School holding a certificate of qualification under the School Acts of the Province shall, and each such female teacher may, pay into the fund for the support of superannuated school teachers the sum of four dollars annually." It also provided "that on the decease of any teacher, his wife or other legal representative shall be entitled to receive back the full amount paid in by such teacher, with interest at the rate of seven per centum per annum."

REGULATIONS ADOPTED BY THE COUNCIL OF PUBLIC INSTRUCTION.

I. Teachers who became superannuated on worn-out on or before the first day of January, 1854, and who produce the proofs required by law of character and services as such, may share in this fund according to the number of years they have respectively taught a Public School in Ontario, by depositing with the Chief Superintendent of Education the preliminary subscriptions to the fund required by law.

II. Every teacher engaged in teaching since 1854, in order to be entitled, when he shall have become superannuated or worn-out, to share in this fund, must have contributed to it at the rate of five dollars per annum for each year from the time when he began to teach up to the time of his first annual subscription, and four dollars (as required by Statute) for each subsequent year during which he was engaged in teaching. No subscriptions, either for arrears or otherwise, can be received from those who have ceased to

* The present Bishop of Manchester, in his Report on the Schools of Ontario, after giving the facts, thus speaks of the fund as follows: "The whole plan does credit both to the wisdom and the liberality of its framers."

† In Illinois the fee for a Teacher's State Certificate of qualification is \$5.

teach [and in all cases the annual payment, unless made within the year for which it is due, will be at the rate of five dollars].

III. No teacher shall be eligible to receive a pension from this fund who shall not have become disabled for further service while teaching a Public School, or who shall not have been worn-out in the work of a Public School teacher.

IV. All applications must be accompanied with the requisite certificates and proofs, according to the prescribed form. No certificate in favour of an applicant should be signed by any teacher already admitted as a pensioner on the fund.

V. In case the fund shall at any time not be sufficient to pay the several claimants the highest sum permitted by law, the income shall be equitably divided among them according to their respective periods of service.

VI. Communications and subscriptions in connection with this fund are to be sent to the Chief Superintendent of Education.

TEACHERS WHO HAVE RETIRED FROM THE PROFESSION.

Since the passage of the Act about seventy-five teachers have retired from the profession. In their case the law provides "that any teacher retiring from the profession shall be entitled to receive back from the Chief Superintendent one half of any sums thus paid in by him to the fund."

Thus it will be seen that three important things have been provided for in this short and benevolent section of the Act, viz. :

1st. A retiring allowance for worn-out or disabled Public School teachers.

2nd. Repayment, with interest, to the widows of non-pensioned teachers of any moneys which they may have paid into the fund.

3rd. Provision for refunding to those who withdraw from the profession one-half of their payments to the fund.

OBJECTION BY A CERTAIN CLASS OF TEACHERS TO CONTRIBUTE TO THE FUND.

4. Notwithstanding the great boon conferred upon teachers by the establishment of such a Fund for their benefit, a certain class of objectors has sought to create hostility to the Fund, and to the mode of contributing to it. In order to ascertain the number and classes of teachers who have taken part in the agitation for and against the Fund, I addressed a note to the Inspectors on the subject. In regard to the *classes* of teachers opposed to, or in favour of, the clause, the Inspectors almost invariably reported the former to be "those who do not intend to continue long in the profession of school teaching." "Young men who intend to teach only until they can secure money sufficient to carry them through College, or into something else,"—"persons who intend to make teaching a stepping-stone to something else." "Those who look more at the money than the principle involved." "Those who have received incorrect or partial information on the subject,"—those "who are opposed to compulsion in every form," and those "who oppose the scheme on various grounds." The great mass of the teachers are, however, either passive in the matter, or, having been for some time in the profession, are strongly in favour of it, and hope some day to derive advantage from it.

REASONABLE OBJECTIONS MET—PROPOSED MODIFICATIONS.

As to the grounds of objection to the distribution of the Fund (as now authorized by law) which have been urged by very many earnest and faithful teachers, I entirely sympathize, and would gladly see the law modified so as to meet their reasonable wishes. These teachers object to the present scheme, chiefly on the following grounds:—1st. That teachers must be "worn out" before they can receive any aid from the Fund. As one Inspector remarks, "many of the best and most devoted teachers look forward to a time when the work and worry of the school-room will be over, and they hope that their withdrawal from the profession may take place, at all events, a few years *before* they are inca-

pacitated by infirmity, and unable to teach a school any longer. Like the merchant, the mariner, and others, they hope for retirement while health and the capacity for enjoying retirement remain. Many of them would rather die in harness than confess themselves incapable of doing a day's work. The feeling is not unknown to many of the best men in other professions when they begin to grow old. 2nd. The second reasonable ground for objection is the *uncertainty of the amount* of the pension payable for each year's service. For some years, the state of the Fund has been such that I have only been able to apportion from one to two dollars for each year's service; last year the amount was only two $\frac{22}{100}$ dollars a year; but this year (out of the \$12,500 which I took the liberty to recommend being placed in the Estimates for this service) I shall be able to apportion at the rate of about four dollars for each year's service. If the teachers, who become superannuated, could *rely* upon the maximum fixed by law many years ago (viz., six dollars for each year's service), I think they would be satisfied. It is the continual fluctuation in the amount payable to them which has reasonably caused much discontent. In regard to the first ground of complaint which has been urged, I would recommend a fixed age to be determined at which every teacher who has subscribed to the Fund should have a right to retire and receive a pension. A sliding scale of allowance might also be fixed, definite in amount, and not liable, under any circumstances, to fluctuation. The basis to be adopted might be that fixed in the Superannuation Act of the Civil Service, as used by the Parliament of the Dominion. In regard to the objection against compulsory payment to the Fund, I need only remark that it is a principle invariably incorporated into every pension scheme which has been adopted either in the Civil Service in various countries, or among different religious bodies everywhere.

COMPULSORY PAYMENTS TO SUCH FUND UNIVERSAL.

3. In a recent Report on Popular Education in Victoria, Australia, the principle of compulsory payment to the Superannuation Fund is discussed as follows:—"In the Civil Service of India, retiring pensions are raised partly by compulsory subscriptions to a Superannuation Fund. Among the parochial teachers of Scotland, also, a fund, similarly raised, exists for granting pensions to teachers, and annuities to their widows. The teachers of Baden (and probably of other German States) enjoy, I learn, the benefits of an exactly similar plan; and, for the like good object, a fund is in the same way created among the clergymen of the Presbyterian and other Churches. Upon this principle, it would be easy to establish, without extra cost to the State, a Teachers' Superannuation Fund, to be raised by compulsory deductions made by the Board of Education from salaries and results only. As this subject is a very important one, I may be excused for going into details, and will therefore jot down my ideas as to the basis on which it should be developed. The Superannuation Fund should be created by *compulsory* contributions from all teachers, assistant-teachers, pupil-teachers, and work-mistresses, directly recognized by the Board of Education. The contributions should consist in a deduction of — per cent, made by the Board of Education, half-yearly, monthly, or otherwise, from the salaries and result payments to every school in receipt of aid. The rate of pension, varying according to sex and classification, should be so much for every year of service up to a given maximum. Pensions for teachers' widows should be awarded on the same principle. I deem it indispensable that a Fund should be raised by *compulsory contributions*, and that it should be managed by the Board of Education, who alone have the necessary machinery to make its collection and distribution an easy matter. My own belief, fortified by the opinion of the leading teachers in my district is, that the establishment of such a Fund would confer great advantages. It would comfort the declining years of aged teachers, worn out by good service; and it would offer an inducement to present teachers to continue in their occupation, and devote the best years of their life to teaching; and, further, it might attract into the teachers' ranks many more men of the best and most desirable type."

* We have shown, in this Report, the pernicious influence of such teachers upon the schools. They lower the tone and *esprit* of the profession, are a fruitful cause of change in teachers, give a temporary and fugitive character to teaching, and thus bring discredit both upon the profession and the schools.

PROVISION FOR SUPERANNUATION IN OTHER COUNTRIES.

Provision has, since 1851, been made in Great Britain and Ireland for the retirement and superannuation of teachers. In June of this year, however, a Select Committee was appointed by the House of Commons: "to enquire whether, by a deduction from the Parliamentary Grant in aid of Public Elementary Schools, or by any other means, a provision can be made for granting annuities to the certificated teachers of such schools upon their retirement by reason of age and infirmity." Several schemes were laid before the Committee, but no conclusions were arrived at. It is proposed to re-appoint the Committee and fully consider them next session. The first scheme proposed that every male teacher employed for not less than 30 years, and attaining the age of 55 years, shall be entitled to a pension of 20 shillings for each year of service. It also proposed that every female teacher employed for not less than 25 years, shall, on attaining the age of 50, be entitled to a pension of 13s. 4d. for each year of service. The Education Department to deduct from the Parliamentary Grant for 1872 one per cent., for 1873 two per cent., for 1874 three per cent., for 1875 four per cent. and for each subsequent year five per cent.

A second scheme proposed that (1.) the Pension Fund should be established by a per centage deduction from the salaries of all certificated teachers; (2.) that the pension should depend upon the length of service and the amount contributed by the teacher; (3.) that a service of forty years should entitle a teacher to the maximum pension (amount not stated); (4.) that teachers permanently disabled should receive an annuity after ten years' service (or a gratuity for a less period of service); and (5.) that a teacher should be entitled to a pension after the age of 50 years.

A third scheme proposed as a minimum scale of pension one-third of the average salaries of male and female teachers; (2.) that all certificated teachers should pay an annual premium to ensure this minimum scale.

A fourth scheme laid down the principles (1.) that whatever was done by Government should be in the nature of a grant in aid; (2.) that every one qualified to be a recipient should be absolutely certain of receiving it; (3.) that, within a certain time, the amount and the age at which the pension becomes payable to be left to the choice of each teacher; (4.) that no annuity begin before the annuitant has reached the age of 50 years, and (5.) that no annuity to be of greater value than £1 for each year of service.

In *Germany* proper, teachers' widows receive an annual pension of 100 florins and teachers' orphans of 20 florins.

In *Hesse* a new pension law has been passed which enables superannuated teachers to pass the close of life in comparative ease.

In *Sweden and Norway* examined teachers of the elementary school, who have reached sixty years of age, receive, on retiring, after thirty years of service, three-fourths of their annual income as a pension. Pensions are also granted, in some cases, after twenty-five years of service, but with some deduction in amount.

NECESSITY FOR A TEACHERS' SUPERANNUATION FUND.

5. As to the necessity for this Fund, we would say, that so long as teachers devote their lives to a profession so generally underpaid as theirs is, so long will there be a necessity for either friends (if there be any, but who are often poor themselves), or the teachers themselves, to provide for the quiet and comfort of the declining years of their brethren, who, in less prosperous days, and with scanty remuneration, led the van in that calling in which they feel proud to follow. Even now, at the salary given to teachers (considering the increased cost of living) it is almost impossible to lay by a sum which would realize more than a few dollars a year. But by availing themselves of the provisions of the new Act, teachers can, on the payment of a small sum of two dollars each half year, secure an allowance for life, after their retirement from the profession, of six dollars a year for every year they may have taught school. For instance, if a teacher has been twenty-five years in the profession, and has complied with the law and regulations on the subject, he will, on his retirement, be entitled to an allowance of \$150 a year for life, should the Fund permit it,—although, at four dollars a year, he will have only paid \$100 in all into the fund; if he has been twenty years teaching, he will secure an allowance of \$120 a

year, although his total subscriptions for the twenty years have only been \$80 in all ; if for fifteen years \$90, total subscriptions \$60 in all ; and if for ten years \$60 a year, while he has only paid \$40 in all into the Fund. In other words, he will receive for his first year's pension fifty per cent. more than he has paid into the Fund altogether ! These facts are irresistible, and only show what a boon the teachers are thoughtlessly throwing away in petitioning against their contributing to the Fund, as provided by law. For it should not be forgotten that, if the clause of the new law on the subject is repealed, the entire law on the subject will, no doubt, be swept away, and the \$6500 per annum now generously given to the old teachers by the Legislature, will be withdrawn. In that case teachers will be left to provide for their old age as they best can, or rather they will be left with no provision whatever for their retirement from the profession.

THE OLD TEACHERS KEEP DOWN THE GENERAL SCALE OF REMUNERATION.

6. There is another reason why, in the interests of the profession, the Superannuated Teachers' Fund should be sustained by them. Among the more than 5,000 teachers in Ontario, some hundreds are getting advanced in life, and many of them are even old and infirm. Because of their age and infirmity they find it difficult to get employment, and yet, for want of means of support they cannot retire and make way for younger men. The consequence is that they offer their services at a very low rate, and thus find employment, to the exclusion of better teachers at a higher salary. Thus, in their need, they help to keep down the rate of remuneration, which would otherwise be paid to more active teachers, while they keep up a competition from which the other teachers are made to suffer. Would it not, therefore, be better for all parties concerned, that the younger teachers should provide for the honourable retirement of a section of their own profession grown grey in the service, and enfeebled by their sedentary life ? This feature of the question has been pressed upon the attention of the Department, and we present it in the following extract from the letter of a highly respected Inspector, who has felt the embarrassment arising from the existence of old teachers in his county. He says :—

“There are a few old teachers in this county who, perhaps, answered an important purpose in the teacher's calling twenty-five or thirty years ago, but whose stereotyped methods of procedure in the school-room are opposed to every kind of modern improvement in the art of teaching. It has become a serious matter with our Board of Examiners to know what is to be done with such teachers. They are poor, and have not yet made the necessary payments into the Superannuation Fund.” He then asks if they can be placed on the Superannuation list, and desires other information on the subject, &c.

7. Now teachers will see that if (as has been the case for many years, when the matter was left to their voluntary action) they neglect to sustain the fund in the manner provided by law, they can neither expect to superannuate their older, worn-out brethren nor can they, with any show of justice or propriety, ask the Legislature even to make the generous grant which it has done for the past few years, but which, it is well known, is quite inadequate for the maintenance of the fund. The agitation has raised the question of the very existence of the fund itself ; and, if the younger teachers refuse to make the small sacrifice in the interests of their profession, of paying two dollars every half year into the fund (from which they themselves will derive a substantial benefit, and in the maintenance of which they are interested,) how can they expect the Legislature—which has recently so greatly raised the standard of their qualification, and incidentally of their emoluments—to provide for their retirement from the profession and support when they are worn-out ? In this view of the case, we think teachers have not sufficiently weighed the matter in this agitation, but we trust that they will be induced to do so, when they consider the foregoing facts.*

VIII.—THE PRESENT THOROUGH AND SYSTEMATIC INSPECTION OF THE SCHOOLS.

No one can read the extracts from the general remarks of the Public School Inspectors, which are published in Appendix B to this Report, without being impressed with

* An Inspector writing on this subject says :—“It cannot be denied that the fund itself is a most excellent one, and that it has already proved a great boon to many members of the profession.”

the fact of the competence and efficiency of the present Inspectors of the Public Schools. They have, as a whole, entered upon their work with a heartiness, an intelligence, and a zeal which augurs well for the future welfare of the Schools, and which indicate a reality and thoroughness in the work of supervising the daily work in them.

It has been well said by Dr. Fraser, the present Bishop of Manchester (who, in 1865, visited this Province, and made his report to the English Commissioners on our Schools), that "*Inspection is the salt of elementary education.*" He goes on to insist upon its application to the higher schools of England, and says: "The publicity with which 'all material facts' relating to each school 'are annually made known to the State,' through the machinery of the Board of Education, is considered in Massachusetts to be the secret of the immense progress that has taken place in education in that commonwealth in the last thirty years."

As to the felt necessity for our present system of School Inspection in Ontario, we have the testimony of the Bishop. He remarks:—

"Thorough inspection of schools, such as we are accustomed to in England, is a great desideratum both in the States and Canada (page 8). * * * Something like our English mode of inspection of schools, by a *body of perfectly independent and competent gentlemen*, would be a great and valuable addition to the school system both of the United States and Canada. * * * In fact, the great desideratum of the Common School system, both in Massachusetts and generally in the States, is *adequate, thorough, impartial, independent inspection of schools*. In New York and Pennsylvania, a system of supervision by counties or wide districts has been introduced, and is at work with tolerable success; but even here, the Superintendents (or Commissioners, as they are called in New York) appear, from their reports, to be more or less hampered by local prejudices and jealousies, and their salary is in part provided by the district which is the sphere of their labours. They are elected, too, in Pennsylvania, by the 'school directors' of the several townships; in New York, by the electors of assembly districts, by ballot. A similar organization is strongly recommended by the Ohio State Commission. * * * The agent of the Massachusetts Board of Education, in a lecture, says:—'My observations, on visiting thousands of schools throughout Massachusetts, and many in twelve other States, have clearly proved to my mind the wisdom of maintaining a Superintendent in all our cities and large townships, who shall devote his whole time to the care and improvement of the schools.'" (Page 25.)

In discussing the defects in the Administration of Schools in the United States, Dr. Fraser says: "The supreme control of the schools is too absolutely in the hands of local administrators, with no absolute guarantee of competency. The inspection, even, of County Superintendents and Commissioners is often found to be nugatory and ineffective. Legal requirements are constantly ignored or evaded, and a properly authenticated and independent officer, like Her Majesty's Inspector of Schools among ourselves, armed with visitatorial powers, and with means provided for giving effect to his recommendations, appears to be the element wanted in the machinery of the system, to give it that balance which the complication of its parts requires." (Pages 61, 62.)

Our American neighbours have thoroughly tried the systems of both Township and County Superintendents. The State Commissioner of Schools in Ohio says: "Our system of township supervision of schools has proved a lamentable failure. Similar systems in other States have uniformly failed. Any system of supervision for the country schools must necessarily fail, that does not make provision for the employment of *competent Superintendents whose entire energies are given to the work.*" The value of local supervision, through the agency of competent County Superintendents, has been tested in other States. Pennsylvania adopted the system in 1854, New York in 1856, Illinois, Wisconsin, Maryland, West Virginia, California, and several other States subsequently; and the testimony of each of them is, that it has proved a most valuable feature in their School System. The Superintendent of Public Instruction in Pennsylvania says: "County Superintendents were first elected in this State in 1854, and it is not claiming too much for the office to say that it has vitalized the whole system. To it, more than to any other agency, or to all other agencies combined, we owe our educational progress of late years." I may observe that more than four-fifths of the County School Conventions held in the several counties of this Province two years since, desired duly qualified County Superintendents in place of Township Superintendents.

The travelling agent of the Board of Education for the State of Massachusetts uses the following forcible language in regard to this matter :—

"It has been said, and with great truthfulness, that 'the most important branch of administration, as connected with education, relates to school inspection.' It is asserted by some careful observers, that the Dutch schoolmasters are decidedly superior to the Prussian, notwithstanding the numerous Normal Schools of Prussia, and the two or three only in Holland; and this superiority is *attributed entirely to a better system of inspection. This is the basis on which the whole fabric of their popular instruction rests.* The absence of such a thorough supervision of schools as is maintained in Holland with such admirable results, is the weakest part of our system.

"What is needed for all our schools, and what is essential to their highest efficiency, is a constant, thorough, intelligent, impartial and independent supervision. Comparatively few persons possess the varied qualifications so indispensable to success in this delicate and important work. So important was it regarded by the distinguished author of the Dutch system of inspection, that, after a long life devoted to educational labour, he said, 'Take care how you choose your Inspectors; they are men whom you ought to look for 'lantern in hand.'

"A school," says Everett, "is not a clock, which you can wind up, and then leave it to go of itself. Nor can other interests be thus neglected. Our railroads and factories require some directing, controlling, and constantly supervising mind for their highest efficiency, and do not our schools need the same? To meet this great want, eleven of the fifteen cities of our State, and numerous large towns, have availed themselves of the provision of the Statute, and elected School Superintendents who devote their whole time and energies to this work of supervision. I have visited all, or nearly all, these towns and cities, and several of them frequently, and can bear my decided testimony to the great benefit that has resulted to their schools in consequence."

SPIRIT IN WHICH INSPECTION SHOULD BE PERFORMED.

The regulations in regard to inspection, which have been adopted by the Council of Public Instruction, are sufficiently explicit as to the general details of inspection, and the mode in which it should be conducted. I will, therefore, only repeat here what I wrote on this subject in 1846 and 1850, when our present system of education was inaugurated. I said :

"To perform the duty of Inspector with any degree of efficiency, the Inspector should be acquainted with the best modes of teaching every department of an English school, and be able to explain and exemplify them. It is, of course, the Inspector's duty to witness the modes of teaching adopted by the teacher, but he should do something more. He should, some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of Inspector without being qualified and able to fulfil all its functions.

SUMMARY OF THE BENEFITS OF A THOROUGH SYSTEM OF INSPECTION.

The State Superintendent of Maine, in his last report, thus sums up the benefits of an efficient system of inspection for the Public Schools. "It promotes" (he says) :—

- 1st. An increased interest among the people in relation to public education.
- 2nd. Systematic efforts to improve the Schools on the part of educators and School officers.
- 3rd. An improvement in the scholarship of teachers, and in the quality of their instruction.
- 4th. More intelligent supervision on the part of trustees.
- 5th. A quick appreciation and promotion of those who are likely to prove our best teachers.
- 6th. Increasing indirectly the average attendance of scholars.

- 7th. Raising the compensation of teachers.
- 8th. Furnishing the State with a number of competent Institute instructors.
- 9th. Elevating and sustaining public sentiment in giving it a higher educational tone, and in general quickening the whole body politic to the mighty necessity of universal intelligence.

IX.—HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

The Inspectors (Messrs. MacKenzie and MacLellan) have, in Appendix A to this Report, so fully and so ably discussed the serious defects which still exist in most of our High Schools, that I find it unnecessary to do more than briefly to refer in general terms to the subject.

SEPARATE COURSE OF STUDY FOR THE HIGH SCHOOLS.

1. One important object of the new law was to discriminate, by a clearly defined line in the course of study, between Public and High Schools, and to prescribe a separate programme of studies for High Schools. In practice it had been found that, in the anxiety of trustees and masters of a majority of our High Schools to crowd children into these Schools, in the hope thereby to increase the grant to their Schools, they had virtually merged the High into the Public School, with the nominal addition in most cases of only a little Latin and Greek. The object of the High School sections of the new Act is to put an end to this anomalous state of things, and to prescribe for each class of Schools its own legitimate work.

2. In point of fact, the Grammar (now High) Schools have never occupied the position which they ought to have done in the country. They were originally designed to be Classical Schools, but they were made the Schools of certain classes, rather than Classical Schools, wholly doing, or professing to do, Common School work for certain classes—thus being made and viewed as a kind of aristocratic schools, poaching upon the ground of Common School work, and being regarded as distinct from, and even antagonistic to, the Common Schools, rather than supplementary to them and identical with them in the public interests. It has, therefore, been found extremely difficult to get any considerable support for them from local sources. To get support enough to exist, more than two-thirds of the High School Boards have had to seek amalgamation with the Public School Boards of their localities; but this amalgamation is attended with many inconveniences and does not by any means accomplish the objects proposed. Nevertheless, it has not been deemed expedient to interfere with this amalgamation in any way, but to leave the Boards of Trustees as formerly to unite, or, when united, to dissolve the union at their pleasure. The necessity for the union does not now exist as before, since the Legislature has in effect declared that High Schools shall be provided for by local rate equally with Public Schools. It should be remembered, however, that the experience of the great cities in the neighbouring States shows, that consolidating all the Public Schools in cities and towns under one Board of Management, and that Board elected chiefly by the ratepayers, has contributed even more to the efficient support and elevation of the Classical School than to that of the Public Schools.

3. In the programme of study for High Schools, prescribed under the new Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for girls as well as for boys. When it is provided in the Act that in each High School, "provision shall be made for teaching to both male and female pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower or elementary branches of an English education should not be taught in the High Schools, but in the Public Schools. It was also intended that all pupils to be eligible for admission to the High Schools for the study of classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commission on Education in England, but strangely overlooked hitherto, as little boys six and seven years of age have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements

of a practical English education. This anomaly is provided against by the new Act in the future education of Canadian youth, at least so far as the Public High Schools are concerned, and the Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the first four classes of the Public Schools." It will be seen from the explanatory remarks preceding the programme, that some subjects of the fourth class of the Public School programme are omitted in regard to pupil candidates for the *classical course* of the High School. The examination for admission to the High School must be *on paper*, and the examination papers with the answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of pupils as to whether the regulations have been duly observed in the examination and admission of pupils.

4. The fundamental principle of our system of Public Instruction is, that every youth, before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a Public School education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency in the subjects of the first four classes of the Public School programme, by passing a satisfactory examination.

5. It is to be observed also, that though pupils are eligible for promotion from the Public to the High School, after passing a satisfactory examination in the subjects of the first four classes of the former, omitting Natural History, Chemistry and Botany, it is quite at the option of the parents or guardians of pupils, whether they shall enter the High School or not before they complete the whole programme of studies in the Public Schools, when they can enter an advanced class in the High School.

6. The objects and duties of the High Schools are two-fold :

First, commencing with pupils who (whether educated in either a public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators, and various public offices in the service of the country.

The *Second* object and duty of the High Schools (commencing also with pupils qualified as above,) is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for the Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

HIGH SCHOOL STANDARD IN MASSACHUSETTS.

It may be interesting in this connection to notice what is, (and has been for many years), the provision in the laws of the State of Massachusetts, in regard to High Schools. They contain the following provisions :—

"Every township may, and every township containing five hundred families or householders" . . . shall "maintain a school, to be kept by a master of competent ability and good morals, who . . . shall give instruction in General History, Book-keeping, Surveying, Geometry, Natural Philosophy, Chemistry, Botany, the civil polity of this Commonwealth and of the United States, and the Latin language. . . . And in every township containing four thousand inhabitants, the teacher or teachers of the schools required by this section, shall, in addition to the branches of instruction in the Greek and French languages, teach Astronomy, Geology, Rhetoric, Logic, Intellectual and Moral Science, and Political Economy." These schools "shall be kept for the benefit of all the inhabitants of the town," "not less than thirty-six weeks, exclusive of vacations, in each year." Two adjacent townships having each less than five hundred families or householders, may form one High School district, for establishing such a school . . . when a majority of the legal voters of each township, in meetings called for that purpose, so determine."

The Report of the Massachusetts Board of Education to the Legislature, in 1870, says : "High Schools are maintained in 162 townships, (out of 335), embracing in the aggregate 1,000,000 inhabitants, or 82 per cent. of the population." An examination of

the United States census of 1870, shows that exactly 162 townships in Massachusetts had then a population of over 2,000, 96 of them having over 4,000. We shall therefore be very nearly correct if we consider the above law practically equivalent to requiring every township with a population of over 2,000 to maintain a High School."

TRAINED TEACHERS FOR HIGH SCHOOLS.

I quite concur in the remarks of the High School Inspectors as to the necessity of some modification in the law in regard to the qualifications of Masters of High Schools.

In order to secure a class of better educated men for High School Masterships, the present law was passed, requiring that each High School Master should be a graduate (in arts) of some University in Her Majesty's dominions. Experience has proved the necessity of the addition of some training on the part of these gentlemen in the art of teaching, before undertaking the new and responsible duties of the Mastership of a High School.

THE HIGH, EQUALLY WITH THE PUBLIC, SCHOOLS SUPPORTED BY MUNICIPAL RATES.

The School Law of 1871 at length embodies a principle for which I had contended for years. In submitting the first draft of Bill in 1854, for the improvement of our Grammar Schools, I sought to get inserted in it a recognition of the principle—which has at length been conceded—that it was the duty of the County or other Municipal Councils, to provide by rate upon property for the support of the Grammar School equally with the Common School. Experience has shown how utterly impossible it was to maintain a good Grammar School without Municipal aid, in addition to the Legislative Grant. The history of our High Schools since 1854 has (with some honourable exceptions) been a chronicle of failures, owing chiefly to want of means to employ a sufficient number of teachers, and to prevent the wholesale thrusting into them of a number of ill-qualified children, in the vain hope of thereby increasing the Government grant. The obvious fact was overlooked that if one School resorted to this improper means of swelling its average attendance, another would do the same. Thus in the race for numbers the quality deteriorated, and the ratio of apportionment to each School was largely reduced. This was the case, especially as regards the better class of Schools, which did not resort to this questionable means of obtaining, as was hoped, an increased grant, but which were made to suffer severely by this unjust competition. Happily the motive for a continuance of this unfortunate state of things has been entirely removed, and the Councils are now authorized and required by law to provide all necessary means for carrying on our High Schools in a state of efficiency. I have no doubt that the High School sections of the Act will inaugurate a new and auspicious era in the higher English and commercial, as well as elementary classical education of the country, in regard to both sexes of our youthful population.

X.—THE NEW PRINCIPLE OF "PAYMENT BY RESULTS."

Our School Law of 1871 has introduced a new principle into the mode of payments to High Schools. Formerly the system adopted was (as in the case of Public Schools,) to distribute the High School Fund on the basis of average attendance of the pupils at the School. This was found to work injuriously to the best class of Schools. For instance, a very inferior school with an average attendance, say, of fifty, would be entitled to receive precisely the same apportionment, as another School with the same attendance, but which might be greatly superior,—if not the very best School in the Province. To remedy this defect and remove this injustice, a new principle of payment was introduced into the Act—viz: the payment, (as it is technically termed in England) "*by results*," or, as in the words of the Act itself, according to "proficiency in the various branches of study."

The Inspectors, in Appendix A, have fully discussed this new principle, but as considerable misapprehension appears to exist in regard to its introduction into our School Law, I shall explain the successive steps which have been taken on the subject:—

The principle of "Payment by Results," as it is technically termed, has long been applied to the English Elementary Schools, and it has within the last year or two been

recommended by the Royal Commission Inquiry for introduction into the Schools of the Irish National Board.

In 1865, when the amended Grammar School Act was passed, the Education Department for this Province had the matter under consideration. The subject was discussed at the time, and enquiries made into the working of the System. The want of an additional Inspector for the Grammar Schools was, however, felt to be an obstacle to its introduction at that time, apart from the inferior character of very many of the Grammar Schools which then existed.

An important step was, however, taken at that time ; and the principle of Payment according to the "average attendance of pupils" was then *first* applied to Grammar Schools. This change was thus explained in the memorandum which was published with the new Act in 1865 :—

"The 7th Section of the new Grammar School Act is intended to remove a gross anomaly in the present system of apportioning the Grammar School Fund—a relic of the old law of 1806-8—which gave to the Senior County Grammar School *more* than to the junior Schools, unless the average daily attendance should fall below 10 pupils—although every one of these schools may have been vastly superior to the senior school of the county. This section of the Act reduces the system of apportioning the Grammar School Fund to a simple and equitable principle of aiding each school according to its work. The application of this principle to Common Schools in the rural sections has given them a much greater impulse forward than the old mode of apportionment on the basis of school population, or length of time during which they might have been kept open, whether the work was done or not. It has also induced the trustees to keep the school open one or two months longer in the year than formerly. Then, as to the basis of apportionment itself, the subjects of teaching in a Grammar School were designed to differ from those in a Common School. Grammar Schools are intended to be intermediate between Common Schools and Universities. The Common School law amply provides for giving the best kind of a superior English education in *Central Schools*, in the cities, towns, and villages, with primary ward schools as feeders (as in Hamilton) ; while to allow Grammar Schools to do Common School work is a misapplication of Grammar School Funds to Common Schools purposes ; Common Schools are already adequately provided for. By the law of 1807, and subsequently, the number of classical pupils was fixed at 20, and afterwards at 10. In our regulations we take the latter number."

Under these circumstances it was felt to be undesirable at that time to make any further change in the mode of apportioning money to the High Schools. The subject of "Payment by Results" was, however, not lost sight of ; but on the visit in that same year (1865) of Rev. Mr. Fraser (now Bishop of Manchester)—one of the Royal Commissioners to enquire into the State of Education in the United States and Canada—the matter was discussed with him. I, also that year referred the question to the then Inspector of Grammar Schools, (Rev. G. P. Young,) who thus reported upon it (in his annual report) for 1869 :—

"I have come to the conclusion, after having devoted much thought to the subject, that, until *educational results* are combined with *attendance* as the basis of apportionment, it will be impossible to devise any scheme of distribution, that shall not be open to grave objections. *More than a year ago*, you asked me to consider whether results might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the grants to be made to the several schools. I stated to you my conviction that it could not be done, with the present provision for the inspection of Grammar Schools, &c."

At length, the appointment of two Inspectors of High Schools, having been secured a Section of the new Act was submitted to the Legislature for its adoption in 1870-71, and embodied the new principle of "Payment by Results" in the 37th Section. The three-fold principle embodied in this Section, upon which High Schools are hereafter to be aided, is declared by the new law to be as follows :—Each High School conducted according to law [and the regulations] shall be entitled to an apportionment * * * according—

First—"To the average attendance of pupils.

Second—"Their proficiency in the various branches of study.

Third—"The length of time each such High School is kept open as compared with other High Schools."

As it was clearly impossible to apply the new principle of "Payment by Results" to the High Schools until a classification of them had been made, the Council of Public Instruction requested the High School Inspectors to make such a classification, and report the result to the Chief Superintendent. This they have done in their report printed in Appendix A, and have suggested one or two plans for carrying the new system into full effect in 1873.

It is a question, however, whether any system of classification of the High Schools will be entirely satisfactory or at best any thing more than (probably a just) approximation to the relative standing of the several High Schools. The only really satisfactory method of determining the relative standing and excellence of these schools, for the purposes of correct classification, would be to subject the whole of the pupils in them to a uniform test examination on questions prepared and printed for that purpose. The result of such an examination would be to determine, with an almost exact certainty, the relative position which every school should occupy in an official preliminary classification of them. It would also furnish an indisputable starting-point, from which future progress or retrogression could be easily ascertained by the half yearly examination of the High School Inspectors on their visits to the schools.

THE ENGLISH SYSTEM OF "PAYMENT BY RESULTS."

In England the Parliamentary aid to Elementary Schools is distributed as follows :—The managers of every School entitled to the aid may claim, annually, the sum of 4s. per scholar, according to the average number in attendance throughout the year, at the morning and afternoon School, not being less than 400 attendances at their School ; and 2s. 6d. per scholar, according to the average number throughout the year at the evening School, not being less than forty attendances at the School ; also, for every scholar who attended more than 200 mornings or afternoons at the School. If more than six years of age, 8s., subject to examination. If under six years of age, and present on the day of examination, 6s. 6d., subject to a report by the Inspector that such children are suitably instructed. For every scholar who has attended more than twenty-four evenings at the School, 5s., subject to examination. Every day scholar entitled to 8s., forfeits 2s. 8d. for failure to satisfy the Inspector in either reading, writing or arithmetic. Every evening scholar entitled to 5s., forfeits 1s. 8d. for similar failure. The grant is, moreover, increased at the rate of 1s. 4d. per pass in reading, writing or arithmetic, up to any number not exceeding 120 ; provided, that the passes exceed 200 per cent. of the number of scholars in attendance over six years of age ; that one-fifth of the passes are within the three highest standards ; that one-fifth of the average number of scholars over six years of age have passed a satisfactory examination in one or more specific subjects above the standard ; and the number of pupil teachers, or assistant teachers, employed, bears a certain proportion of the number of scholars. Thus, every manager had a direct pecuniary interest in maintaining regularity of attendance, in the improvement of each individual scholar, and in providing a sufficient corps of teachers.

ADVANTAGE OF THE SYSTEM.

The three great excellences of the system were :—

- 1st. The employment of certificated teachers.
- 2nd. Provision for training a corps of teachers under the name of pupil teachers.
- 3rd. The individual examination of scholars upon certain standards clearly defined for each grade of Schools.

On the new code, Her Majesty's committee remark :—

"We have carefully maintained the principles of payment by results ; we have endeavoured to lay down terms of aid which, while increasing the efficiency of the inspected Schools, will materially simplify the administration of the grants."

In Victoria (Australia), "payment by results," to the Schools, is the system adopted. In the last report of the Board of Education for that country, published this year, the Board says :—"The system of 'payment by results,' now in use, appears to be work-

ing well, and to give general satisfaction. The fact, that at each examination, each School's force is recorded as having gained a certain percentage of a possible maximum, affords a means of comparison between different Schools which, if not conclusive as to their relative merits, is sufficiently so to cause considerable emulation amongst teachers. Indeed, the wish to obtain a high percentage, materially increases the stimulus afforded by the result payments."

XI.—COLLEGIATE INSTITUTES, OR LOCAL COLLEGES.

The High Schools having of necessity been thrown open to girls, and provision having been made in them for giving a purely English education apart from classics, it was thought desirable to prevent the possible extinction, in our educational system, of a purely Classical School which should serve as a proper link between the Public School and the University. With this view, a provision was introduced into the High School portion of the Act, authorizing the establishment of Collegiate Institutes, and fixing the minimum standard to be reached, by any High School, the trustees of which desired it to be recognized as a Collegiate Institute. This standard is the daily average attendance of at least sixty boys in Greek or Latin, and the employment, *bona fide*, of at least four masters, who shall devote the whole of their time to the work of instruction in the Institute. The standard fixed is not an ideal one, but has already been surpassed by more than one of our existing High Schools. It is hoped that the establishment, throughout the country, of local Colleges, of the comparatively high standard which such institutions must reach and maintain, in order to be recognized as such, will be a great and substantial boon to the country, and will promote, in the highest degree, the best interests of superior education throughout the Province.

THE STUDY OF LATIN IN COLLEGIATE INSTITUTES.

Among the many reasons which justify the provision in the new School Act, requiring an absolute daily average attendance in Collegiate Institutes of at least sixty boys in Greek and Latin, are the following, which we have quoted, with the recommendations of the English Royal Commissions on the subject. In their Report of 1868, they say:—

"All the masters examined by us appear to be agreed that nothing teaches English grammar so easily or so well as Latin grammar, and, next to that, they would place the teaching of some other foreign grammar, such as French. The preference is given to Latin for many reasons. There is something, no doubt, in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English, that the meaning of a very large proportion of our words is first discovered to us on learning Latin. And to a no less degree has it entered into English literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin, again, is a common gateway to French, Italian and Spanish. Some teachers even maintain that French can be taught more easily in company with Latin, than by giving all the time to French alone." * * *

CONCLUSIONS AND RECOMMENDATIONS OF THE ENGLISH COMMISSIONERS.

"The conclusions to which we were brought by a review of the opinions put before us in regard to the subjects of instruction are strongly confirmed by the experience of those countries that have been most successful in the management of education. Everywhere we find the classics still regarded as the best instrument now to be obtained for the highest education, and when the classics are neglected, the education seems to be lowered in character. But we see also that two important modifications must be made in this general statement.

"One is, that the time given to classics must be so far curtailed, if necessary, as to admit of other important studies by their side. France curtails the study of Greek for this purpose; Prussia, the practice of composition; but neither gives up the classics in her highest education, nor Latin, even in ranks much below the highest. The

Scotch parents, who can choose at their own discretion, still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided leaning to industrial education, has a large proportion of scholars in classical Schools. But all these countries appear to stand above us in the teaching of every subject except the classics, and England is quite alone in requiring no systematic study in the mother tongue.

"The other modification of the general rule in favour of classics is that room must be made for Schools of an altogether different type. There are minds fitted to be developed by other studies than that of the most perfect known languages. There are occupations for which classical studies do not give the proper preparation. Schools like the Realschulen of Prussia, or the Schools of Industry of Switzerland, have become a positive need of modern times."

SUGGESTIONS IN REGARD TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

From the report of the Inspectors, and the foregoing remarks, I would strongly urge the following :—

1. That the standard of admission to the High Schools and Collegiate Institutes be uniform throughout the Province.
2. That no pupils be admitted to the High Schools except on satisfactorily passing a written examination, and obtaining a minimum of fifty per cent. of the value of the papers.
3. That suitable accommodation be provided, in all cases, for the High Schools.
4. That the programme of studies and limit table, when finally prepared and authorized, be strictly adhered to, except by permission obtained upon the report and recommendation of the Inspector.
5. That at least two competent masters be employed in every High School.
6. That before the principle of "payment by results" be applied to High Schools, their status and classification (as a starting point,) be ascertained by a written examination of the pupils in one or more of the classes—say the highest and lowest.
7. That in all cases the Council of Public Instruction shall have the right, through its Inspectors, to determine whether the answers given in the written examination come up or not to the minimum standard.
8. That an additional High School Inspector be appointed, in order that effect may be given to the new system of payment by results; and that the three Inspectors be authorized and required, in places where there are High Schools or Collegiate Institutes, to inquire into the condition and efficiency of the Public and Separate Schools, which are entitled to prepare and send pupils to the High Schools or Collegiate Institutes.
9. That masters of High Schools should, before appointment, be required to furnish some evidence of a knowledge of the art of teaching.

XII.—THE ESTABLISHMENT OF INDUSTRIAL SCHOOLS.

Although the School Law of 1850 authorized Boards of Trustees in cities, towns and villages, to establish "any kind or description of Schools" they might see fit, yet it was regarded as doubtful whether it was sufficiently comprehensive to admit the establishment of Industrial Schools. To remove this doubt, and to give effect to the wishes of many interested in the condition of the "street arabs" of our cities, towns and villages, the Section of the Act authorizing the establishment of these Schools was passed, as follows :—
 "42. The Public School Board of each city, town and village may establish one or more Industrial Schools for otherwise neglected children, and to make all needful regulations and employ the means requisite to secure the attendance of such children, and for the support, management and discipline of such School or Schools." The third Section of the Act also provides, "that refractory pupils may be, where practicable, removed to an Industrial School."

With a view to afford information in regard to the manner in which Industrial Schools

are managed elsewhere, I add the following sketch of the routine in an "Industrial School for Girls" in Connecticut. The State Superintendent in his report says :—

"The number of girls now in the School is nearly eighty. In most of them a marked improvement is noticed, both in conduct and study. Many of them came covered with rags and filth, hitherto ignorant, vagrant, friendless and depraved. Sixty per cent. were orphans. In nine cases out of ten their parents had been criminals or intemperate. Their early associations and surroundings were vicious and corrupting. The results prove the necessity of such an Institution. Already a manifest change is noticed in their language and conduct. The habits of order, neatness, obedience, industry and study here formed, are all reformatory in their tendency.

"We have unlimited faith in the power of kindness. Not—that mawkish sensibility which forbids control, which like Eli says, "Why do ye such things?" but a love which restrains, even with physical pain, if necessary, always regretting the necessity, and always proving the motives to be only good. It does people good to discipline them. No character is fully developed that has not been restrained by law. To do just as one is inclined to is not productive of high character. A kindness that is patient, persevering, slow to wrath, but plenteous in mercy, that is willing to perform almost any labour and endure any privation to do one good, will induce reform where there is any possibility of it. If that fails, any other means would fail; the case is hopeless.

"Another principle we have faith in is liberty. It may be necessary to hedge confined criminals around with stone and iron to cause them to enjoy liberty.

"License is not liberty. Girls in this Institution are trusted. They are put upon their honour. Perhaps they have no sense of it.

"If not, it will not come by locks and bars. After proving themselves unfit for liberty, they are allowed to reflect for a time, deprived of it, and with the first sign of promise of honour are tried again. No girl is put under lock and key unless she forfeits the right to liberty. The reason for this is evident. She must be trusted some time. To cultivate with all possible rapidity that sense of honour which renders it safe to trust, is the shortest road to reform. When a girl can be fully and thoroughly trusted in all situations, she is no longer a subject for a reform School. How shall we know except by trial? Put her on her honour, give her some responsibility, and hold her to a strict account, and the sense of self control will be developed most rapidly. What is the result here of this mode of treatment? Out of ninety-four girls, not one eloper is reported. All are accounted for. For more than one year, no attempt was made to escape. Yet, we tell them they can run away any time, night or day, and they know they can, and that is one reason why they do not go. What one can do at any time is most generally neglected. They feel that forfeiting their honour is a greater disgrace than staying here for years. Of course, we try and make a pleasant home for them, to interest them in the various departments of labour and study. This is our home, our work, our School, our chapel, they say. Each girl is taught that she may honour or disgrace not only herself, but the whole School, and every means is used to make them choose to stay and be contented and happy.

"A system of marking conduct was put in practice, which has produced good results. Every officer marks the conduct of every girl in her department, daily, on a scale of five, if she is punished she gets 0; if reprobated, 1, etc. We mark 30 days for each month; have 3 grades and 8 badges, denoted by coloured ribbons, worn as a rosette as follows :— Badge 1, perseverance, black ribbon; 2, carefulness, green; 3, sobriety, dark blue; 4, neatness, red; 5, kindness, light blue; 6, industry, pink; 7, excellence, orange; 8, honour, white.

"The girls are allotted, one each month, to various departments, as cooking, washing, ironing, sewing, &c. Every one has a task for the morning, and all work is completed by the ring of the first bell at 1:30, p. m., when the girls prepare for School, where they remain from 2 to 5 p. m.

"Besides doing this, our girls have made over 40,000 paper boxes, and several of them have learned the trade, so as always to be able to get good wages, and hence have no excuse for a vicious life. In summer, the girls are employed to some extent in the open air. If we had the means to enable us to erect a hot-house, we should cultivate flowers and plants for market, thus adding another link to the chain of love to bind girls to this home."

XIII.—COMPREHENSIVE VIEW OF THE NEEDS OF AND PROVISION FOR NATIONAL EDUCATION IN THE UNITED STATES.

Having completed my more minute survey of our own system of Public Instruction, I would now devote a page or two to a subject of much interest to us as close neighbours of a great and powerful people, who are running a gigantic race with us in educational matters. I do not do so with any expectation that we can either approach or rival them in the aggregate of their educational labours or gifts; but because that as a Province and as a Dominion we cannot, in justice to ourselves, remain uninterested or silent spectators of their wonderful efforts, their amazing progress, and their practical experiments in educational matters.

The information which I have gathered is taken chiefly from the Report of the United States Commissioner of Education at Washington for 1871. It is contained in four tables, viz.:

I. Table showing the number of native and foreign illiterates in the various States and Territories of the Union, and which demonstrates to the American people the necessity of making great efforts to counteract the terrible evil of ignorance and its twin companion, crime.

II. Table showing the amount of national benefactions in the shape of land grants to the several States and Territories for the promotion (1) of common school education, (2) of university education, and (3) of education in agriculture and the mechanic arts. I have also added in a note a list of personal benefactions in aid of education in various States, made during 1870-71, many of them reflecting great honour on the princely donors.

III. Table showing the yearly receipts and expenditure for Public Schools in the several States, and the amount of permanent school fund in each.

IV. Table showing the cost, per capita, for Public School education in each of the States, and also the assessed valuation of property, per capita, of the total population.

A NOBLE EXAMPLE FOR OUR NEW DOMINION TO EMULATE.

These Tables present great facts in a strong light. That Table especially (No. II.) which contains a list of the land benefactions of the General Government to the several States, indicates a far-sighted national sagacity for which the American people are noted. These grants date back to 1793, and were continued in 1803, 1816-20, and down to 1868, when 3,480,081 acres were set apart in Wyoming Territory for Common Schools! True to their national instincts in favour of free education for the masses, nine-tenths of the grants, or 68,000,000 of acres out of 78,600,000, are appropriated in aid of these elementary Schools, and 9,500,000 acres (as against 1,120,000 to the universities,) for the promotion of education in agriculture and the mechanic arts. These latter grants were made as late as in 1862-66, and were at the rate of 30,000 for each Senator and Representative in Congress from the several States and Territories.

There is no reason why our Dominion Government should not emulate so noble an example as the General Government of the United States has set them, and set apart as sacred, out of the magnificent domain now in its possession in the North West, an endowment in lands which in after years would be a noble heritage to the after possessors of the now embryo Provinces which are being formed in the Dominion. If Wyoming Territory should in 1868 receive *three millions and a half of land* as an endowment for her Public Schools, there is no reason why Manitoba, Saskatchewan, British Columbia and Vancouver Island should not receive at least 2,000,000 of acres each for the same great national object, and Ontario at least 1,500,000 acres, in addition to her share of the 1,000,000 set apart some years ago through the exertions of the late Hon. W. Hamilton Merritt.

TABLE I.—Showing the number of native and foreign illiterate persons ten years old and over, of all races, in the States and Territories, arranged in divisions from the census of 1870.

STATES AND TERRITORIES.	NUMBER OF ILLITERATES.		
	Native.	Foreign.	Total.
Grand aggregate, United States.....	4,882,210	777,964	5,660,074
Aggregate, Northern Division	690,117	665,985	1,356,102
Maine.....	7,986	11,066	19,052
New Hampshire	1,992	7,934	9,926
Vermont	3,902	13,804	17,706
Massachusetts	7,912	89,830	97,742
Rhode Island	4,444	17,477	21,921
Connecticut	5,678	23,938	29,616
New York.....	72,583	168,569	241,152
New Jersey	29,726	24,961	54,687
Pennsylvania	126,803	95,553	222,356
Ohio	134,102	39,070	173,172
Michigan	22,547	30,580	53,127
Indiana	113,185	13,939	127,124
Wisconsin	14,113	41,328	55,441
Illinois	90,605	42,979	133,584
Minnesota	5,558	18,855	24,413
Iowa	24,980	20,692	45,672
Nebraska	3,552	1,309	4,861
Kansas	20,449	4,101	24,550
Aggregate, Pacific Division.....	74,504	39,496	114,000
California	9,520	22,196	31,716
Oregon	3,003	1,424	4,427
Nevada	98	774	872
Arizona Territory	262	2,491	2,753
Washington "	852	503	1,355
Idaho "	138	3,250	3,388
Utah "	3,334	4,029	7,363
Montana "	394	524	918
Dakota "	758	805	1,563
Wyoming "	266	336	602
Colorado "	6,568	255	6,823
New Mexico "	49,311	2,909	52,220
Aggregate, Southern Division	4,117,589	72,383	4,189,972
Delaware	20,631	2,469	23,100
Maryland	126,907	8,592	135,499
District of Columbia	26,501	2,218	28,719
Virginia	444,623	1,270	445,893
West Virginia	78,389	3,101	81,490
Kentucky	324,045	7,231	332,176
North Carolina	397,573	117	397,690
Tennessee	362,955	1,742	364,697
South Carolina	289,726	653	290,379
Georgia	467,503	1,090	468,593
Alabama	382,142	870	383,012
Florida	71,235	568	71,803
Mississippi	312,483	827	313,310
Missouri	206,827	15,584	222,411
Arkansas	133,012	297	133,309
Louisiana	268,773	7,385	276,158
Texas	203,334	18,369	221,703

TABLE II.—Showing the number of Acres of Public Lands granted or reserved for Educational purposes in the United States.

STATES.	Acres granted or reserved for the support of Common Schools.	Acres granted or reserved for Universities.	Acres granted for Colleges of Agriculture and the Mechanic Arts.	Total acres granted or reserved.
Alabama	902,774	46,080	240,000	1,188,854
Arkansas	886,460	46,080	150,000	1,082,540
California	6,719,324	46,080	150,000	6,915,404
Connecticut			180,000	180,000
Delaware			90,000	90,000
Florida	908,503	92,160	90,000	1,090,663
Georgia			270,000	270,000
Illinois	985,066	46,080	490,000	1,511,146
Indiana	650,317	46,080	390,000	1,086,397
Iowa	905,144	46,080	240,000	1,191,224
Kansas	2,891,306	46,080	90,000	3,027,386
Kentucky			330,000	330,000
Louisiana	786,044	46,080	210,000	1,042,124
Maine			210,000	210,000
Maryland			210,000	210,000
Massachusetts			360,000	360,000
Michigan	1,067,397	46,080	240,000	1,353,477
Minnesota	2,969,990	82,640	120,000	3,172,630
Mississippi	837,584	46,080	210,000	1,093,664
Missouri	1,199,139	46,080	330,000	1,575,219
Nebraska	2,702,044	46,080	90,000	2,838,124
Nevada	3,985,428	46,080	90,000	4,121,508
New Hampshire			150,000	150,000
New Jersey			210,000	210,000
New York			990,000	990,000
North Carolina			270,000	270,000
Ohio	704,488	69,120	630,000	1,403,608
Oregon	3,329,706	46,080	90,000	3,465,786
Pennsylvania			780,000	780,000
Rhode Island			120,000	120,000
South Carolina			180,000	180,000
Tennessee			300,000	300,000
Texas			180,000	180,000
Virginia			300,000	300,000
Vermont			150,000	150,000
West Virginia			150,000	150,000
Wisconsin	958,649	92,160	240,000	1,290,809
Washington Territory	2,488,675	46,080		2,534,755
New Mexico	4,309,368	46,080		4,355,448
Utah	3,003,613	46,080		3,049,693
Dakota	5,366,451			5,366,451
Colorado	3,715,555			3,715,555
Montana	5,112,035			5,112,035
Arizona	4,050,350			4,050,350
Idaho	3,068,231			3,068,231
Wyoming	3,480,281			3,480,281
Total	67,983,922	1,119,440	9,510,000	78,613,362

NOTE.—It is believed that the unsolicited contributions by private citizens of the United States, for the educational interests of the community, are, at the present time, without a parallel in any other country of the world. Wealth thus recognizes its responsibility and indicates its wisdom;—for the education of her children is at once the duty and the safety of the commonwealth.

In California, during 1870-71, gifts of private individuals, to education amounted to \$2,000,000; in Connecticut, to \$345,665, of which Yale College received \$319,865; in Georgia, \$1,000; in Indiana, \$537,025; in Illinois, \$391,000; in Iowa, \$75,000; in Kansas, \$50,000; in Louisiana, \$1,080; in Massachusetts, \$2,502,000; in Minnesota, \$50,550; in Missouri, \$205,000, (entirely for Washington University, St. Louis); in Michigan, \$15,000; in New Hampshire, \$168,000, of which Dartmouth College received \$121,000; in New Jersey, \$323,500, of which Princeton College received \$223,500; in New York, \$765,000; in Ohio, \$23,250; in Oregon, \$5,000; in Pennsylvania, \$312,000; in Rhode Island, \$24,000; in South Carolina, \$13,000; in Tennessee, \$4,000; in Virginia, \$45,000; in Wisconsin, \$80,000, making a total of \$8,435,990.

Of these individual donations, two were of \$1,000,000 or over; twenty-three were of \$100,000 and over; fifteen of \$50,000 and over; eleven of \$25,000 and over; twenty of \$10,000 and over; and thirty-three of \$1,000 and over.

TABLE III.—FINANCES OF PUBLIC

STATES.	INCOME.					
	From Taxation.	Interest on Permanent Fund.	Revenue from other Funds.	Proceeds of Sale of Land.	From other Sources.	Total.
Alabama.....	\$ 82,579 66	\$ 115,268 85	\$ 51,078 53	\$	\$ 341,678 50	\$ 590,805 54
Arkansas.....	221,011 07	3,016 25	334,962 13	66,074 02		625,063 47
California.....						
Connecticut.....	1,067,233 59	125,409 00	53,570 96		237,802 80	1,484,016 35
Delaware.....	81,697 46	32,030 31				113,727 77
Florida.....						
Georgia.....	327,083 09				105,199 89	432,282 98
Illinois.....	5,666,108 61	442,382 07		154,459 76	1,948,741 50	8,067,232 18
Indiana.....	1,339,472 55	369,798 32			100,794 62	1,810,065 49
Iowa.....	3,030,193 14	226,110 92				3,256,304 06
Kansas.....	518,323 85	21,274 50	74,268 09	44,010 30	14,260 19	672,136 93
Kentucky.....						
Louisiana.....	590,703 52		24,480 00	5,472 00	320,154 52	915,810 04
Maine.....	910,555 00	15,440 00	14,639 00			940,638 00
Maryland.....	1,083,843 80	63,664 02			186,177 48	1,315,685 30
Massachusetts.....	5,453,276 09	190,000 00	82,049 16		12,540 26	5,737,865 51
Michigan.....	2,172,690 41	186,485 24			801,365 67	3,160,541 32
Minnesota.....		173,335 55		89,696 41	4,862 28	267,894 24
Mississippi.....	700,000 00	50,000 00			190,000 00	940,000 00
Missouri.....						
Nebraska.....						337,047 14
Nevada.....	59,260 24	16,957 59			18,895 02	95,112 85
New Hampshire.....	306,826 59				101,718 29	408,544 88
New Jersey.....	2,227,347 18	35,000 00	39,000 00		62,100 90	2,364,441 58
New York.....	9,011,745 65	325,000 00		22,550 45	1,847,666 12	11,216,956 22
North Carolina.....	114,624 75			12,991 35	102,374 69	229,990 79
Ohio.....	6,342,325 97	234,749 86			849,957 67	7,427,033 50
Oregon.....	113,699 00	40,000 00				153,699 00
Pennsylvania.....	7,194,356 65					7,694,356 65
Rhode Island.....	90,000 00				424,040 00	514,040 00
South Carolina.....	240,000 00				1,000 00	241,000 00
Tennessee.....						
Texas.....						
Vermont.....	326,647 87				101,847 77	428,495 64
Virginia.....						
West Virginia.....	528,855 33	13,758 00			43,235 82	585,849 15
Wisconsin.....	1,705,546 70	158,249 60			714,696 63	2,578,492 93

SCHOOLS IN THE UNITED STATES.

EXPENDITURE.

CURRENT EXPENSES.			INCIDENTAL EXPENSES.			Total Expenditure.	Amount of Permanent School Fund.
Teachers' Wages.	Fuel, &c.	Total.	Sites, Buildings, and Repairs.	Literature and Apparatus.	For other Objects.		
\$	\$	\$	\$	\$	\$	\$	\$
405,748 37		405,748 37	204,974 22	1,000 00	37,942 00	645,664 49	
785,680 04	101,086 94	886,766 98	550,318 10	8,065 20	176,247 48	1,621,397 76	2,043,375 62
84,157 02		84,157 02			31,250 13	115,407 15	
					8,308 31		350,000 00
3,970,693 04	647,439 50	4,618,132 54	1,371,052 90	39,124 05	853,228 13	6,881,537 62	6,132,086 28
2,035,288 28		2,035,288 28			1,173,155 96	3,208,444 24	8,826,665 03
1,900,893 54	176,317 76	2,077,211 30	914,297 05	21,319 66	256,363 14	3,269,191 15	3,174,578 01
318,596 31	94,644 33	413,240 64					560,775 00
654,800 00	43,000 00	697,800 00	45,000 00		40,000 00	782,800 00	
400,000 00	100,000 00	500,000 00	117,364 00		300,000 00	917,364 00	303,109 00
808,860 45	79,967 98	888,828 43	219,087 29		196,844 98	1,304,760 70	315,370 01
		3,284,875 59	2,058,853 30		406,676 88	5,750,405 77	2,211,410 00
1,391,801 61		1,391,801 61	852,122 62	50,000 00		2,821,160 23	2,700,834 63
432,443 02		432,443 02	272,646 38		87,863 51	792,852 91	2,476,222 19
200,000 00		300,000 00				900,000 00	2,000,000 00
133,274 79		133,274 79				330,924 87	
45,409 49	6,369 64	51,779 13	21,700 10	358 01		73,836 64	67,587 38
			107,627 00				
1,677,691 38	61,550 00	1,739,241 38	597,400 20	27,800 00		2,364,441 58	550,783 50
6,584,017 54	1,164,142 67	7,748,160 21	1,982,547 29	210,073 98	268,930 61	10,209,712 09	2,915,633 04
42,862 40		42,862 40					
4,005,800 00	1,165,168 54	5,170,968 54	1,979,577 54			7,150,566 08	3,912,497 00
			70,098 00			70,098 00	
3,926,529 88	1,167,124 94	5,093,654 82	3,386,263 51		101,000 00	8,580,918 33	
		312,325 00	148,834 00			461,159 00	
357,885 00	37,086 05	394,971 05	70,162 01		15,363 46	480,496 52	
220,753 84		220,753 84	207,237 66	1,864 69	9,404 24	439,260 43	229,300 00
1,302,363 83		1,302,363 83	417,775 22	7,771 85	278,909 76	2,006,820 66	2,290,627 51

TABLE IV.—Graduated table, showing for each State of the Union the Public School expenditure per capita of the school population, and the assessed valuation of property per capita of the total population.

Number.	STATES.	Public School expenditure per capita of school population.	Assessed valuation of property per capita of total population.
		\$ cts.	\$ cts.
1	Massachusetts	20 66	972 39
2	Nevada	19 17	605 79
3	Connecticut	12 92	600 15
4	Rhode Island	11 89	962 59
5	California	11 44	481 29
6	New Jersey	8 89	689 62
7	Nebraska	8 06	460 06
8	Illinois	7 97	190 13
9	Pennsylvania	7 86	353 04
10	Michigan	7 33	229 92
11	Iowa	7 10	253 91
12	New York	6 89	448 80
13	Ohio	6 86	438 13
14	Kansas	6 45	252 80
15	Vermont	6 09	310 23
16	Indiana	5 15	394 75
17	Wisconsin	4 86	316 16
18	Minnesota	4 85	191 36
19	Maryland	4 73	542 76
20	New Hampshire	4 46	468 31
21	Maine	4 06	357 71
22	Arkansas	3 53	194 38
23	Louisiana	3 17	349 93
24	Mississippi	2 95	214 10
25	West Virginia	2 84	317 97
26	Delaware	2 70	518 23
27	Missouri	2 65	323 08
28	Oregon	2 06	349 73
29	Alabama	1 49	157 24
30	Florida	91	173 00
31	Tennessee	91	202 35
32	Kentucky	60	310 02
33	North Carolina	48	121 69
34	Georgia		191 00
35	South Carolina		260 64
36	Texas		182 92
37	Virginia		298 27
	United States		358 08

NOTE.—The Public School expenditure in Ontario per capita of the School population (5 and 16) for 1871 was only \$4.32.

GENERAL CONCLUDING REMARKS.

THE RELIGIOUS ELEMENT IN OUR SCHOOLS.

I had intended discussing in this Report some additional matters relating to the well being of our Public Schools, and on which legislation might be desirable. I had also intended referring to two or three points of gratifying interest in connection with our Schools; but having reached the reasonable limits of an Annual Report, I forbear. One point, to which I had desired to refer, was the patriotic spirit of unanimity which pervades all classes of the people in their cordial support of our Public School system, and the other was the pleasing fact of the satisfactory working of the regulations in regard to the religious exercises and instruction in our Schools. In regard to this latter point, the testimony of the late venerated Bishop Strachan, and of his courteous and venerable successor, Bishop Bethune, that I have done what I could to invest our School system with a religious character, is especially gratifying to me now, at so advanced a period of my

official connection with that system. In his address at the recent Synod of the clergy and laity of the Church of England in the Diocese of Toronto, the Bishop made some kind references to my efforts in that direction. Subsequently, in reply to a note of thanks which I addressed to him, he said :—"I have to express my gratification that I had the opportunity to bear my humble testimony to your zealous and righteous efforts to promote the sound education of the youth of this Province. I believe that, in the endeavours to give this a moral and religious direction, you have done all that, in the circumstances of the country, it was in your power to accomplish."*

My own views as to the possibility of imparting to the daily teaching of the School a moral and religious tone, and of the practicability of the teacher bringing home to the young hearts of his pupils the glorious truths of our common Christianity, are so admirably expressed by a prelate of the Episcopal Church in the United States, that I insert them in this place. Bishop Whipple, of Minnesota, in a recent address at an Educational Convention, uttered the following impressive and eloquent remarks :—"The Common School, the Normal School, and the University, are the endowments of the State. The urgent necessities of the State created them. They are our common heritage. With my whole soul I protest against their perversion to give power into the hands of any sect or party in the State. The difficulty is not as real as we think. Our own bitter jealousies have blinded us to a whole world of Christian truth, which lies behind this chaos of opinion, which has divided us into sects. The things wherein we differ are our opinions, and the opinions of one class of men can never become the bond of union for all men. I would as soon believe that because all men had the same features, their faces must be cast in the same mould, as to believe that all opinions about religious truth must be alike. I am sure that the things that keep us apart are for the most part things which never have been, and from their nature never can be, of the essentials of the faith. I am sure that whenever we realize this, and long for a regained brotherhood, we shall begin to feel heart beat against heart, and hand be joined unto hand.

"There are truths that underlie all obligation. The teachers of this day owe it to themselves and to their work to strive to get out of this din and conflict of sectarian strife into a higher atmosphere of faith.

"It is not sectarian for the teachers of a Christian State to teach its children that there is a God. It is not sectarian for the children of a Christian State to read the blessed revelation of God's will. It is not sectarian for the teachers of a Christian State to look to God for help to teach helpless childhood to look to him for help. It is not sectarian for the teachers of a Christian State to tell His redeemed children of a Saviour. It is not sectarian for the teachers of a Christian State to teach childhood's dependence on God's grace, reverence for His law, and to confess His holy name.

"We are a Christian land, or we are not. If not, we owe it to ourselves and our homes to bow our heads and hearts in humble acceptance of these truths. There can be no reason why unbelief shall seal our lips to the truth of God. If any church, or sect, of professed Christian men, object to such simple faith, it is because they fear a Christian teacher's care will disarm the prejudice which is the corner-stone of their creed. For myself, I ask nothing which I am not willing to concede to every Christian man. I am willing to take my place beside any Christian labourer in the State, and I pledge him every sympathy of my heart. If I have said one word more earnestly than I ought, I crave your pardon. God knows I would not wound any heart. I know of no civilization which I desire for my home save that which comes by the religion of Jesus Christ. So long I to see every nursery of the State a Christian School.

* Among his very latest utterances on the Separate School Question in the Synod in 1856, the late lamented Bishop Strachan thus referred to the Head of the Education Department and his labours :—

"One new feature which I consider of great value, and for which, I believe, we are altogether indebted to the able Superintendent, deserves special notice : it is the introduction of daily prayers. We find that 454 [3,306 in 1871] schools open and close with prayer. This is an important step in the right direction, and only requires a reasonable extension to render the system in its interior, as it is already in its exterior, nearly complete. But till it receives this necessary extension, the whole system, in a religious and spiritual view, may be considered almost entirely dead. [The increase from 454 in 1856 to 3,306 in 1871 would have gratified the venerable prelate had he lived.]

"I do not say that this is the opinion of the Rev. Dr. Ryerson, who no doubt believes his system very nearly perfect ; and as far as he is concerned, I am one of those who appreciate very highly his exertions, his unwearied assiduity, and his administrative capacity. I am also most willing to admit that he has carried out the meagre provisions of the several enactments that have any leaning to religion, as far as seems consistent with a just interpretation of the law."—*Charge of 1856*, pp. 15, 16.

"We are working out one of the greatest problems of this world's history. It is a marvel that a continent like America should have been for so many thousand years unoccupied by civilization, and more strange procedure of God, that after Spain, France and Holland had taken it under their possession, it should be given from the north to the south, and from the east to the west, to the race that represents constitutional government the world over. There are times in the world's history when races of men stand in peculiar relations to all other races. The great characteristic of the Saxon race at this time, is that it never loses its individuality. You may place its children in the isles of the sea, in Africa or India, and they are Anglo-Saxon still. In this land they are receiving unto themselves the people of every tongue and clime and kin, and in two generations their children are as one with us, and they have received our traditions, our customs and our laws.

"In these valleys of the Mississippi the fusing of nations into one family ought to teach us that there will grow up here a race of men more powerful for good or terrible for evil, than any other people on the face of the earth.

"My fellow teachers, in such a field God has given us our work—it is to lay broad and deep the foundations of a Christian state, which will soon have its million of souls. Do all work unto God. Plant your feet in his truth. Be his soldier to hate all shams and cant and cunning lies—to be sure in thought—in word—in deed—to have that gentleness, which is learning as a child sitting at Christ's feet, and that patient toil which knoweth how to work and wait, believing in God's promise that 'He that goeth forth bearing precious scars and weeping, shall doubtless come again rejoicing, and bringing His sheaves with Him.'

CONCLUSION.

I have thus, as stated to your Excellency last year, again entered somewhat fully into an exposition and justification of the various new features of our system of Public Instruction, which have been embodied in the "School Law Improvement Act of 1871." I have felt it the more necessary to furnish, in this report, the many friends of our School System with the facts and reasonings illustrative of the necessity for the recent changes in our law, which influenced me in endeavouring to embody in our School Law, certain great principles which underlie and are common to every really comprehensive system of National Education. In fact, no intelligent person can carefully read over the extracts which I have given of the views and proceedings of educationists in other countries without coming to the conclusion, that, to have done less than we have done, would be to place this Province in the rear rather than abreast of other educating countries. They would have felt that I should have been recreant to my duty had I failed to strongly press upon the Government and Legislature the necessity of giving their highest sanction to the recommendations which I have made with a view to improve the School Law of this Province—recommendations which were founded (as I have shown in this report) upon the knowledge and experience of the most accomplished educationists of the present day.

After nearly thirty years' service in promoting what I believed to be the best interests of our School System, I am more than ever profoundly impressed with the conviction of the correctness of the views on these subjects which I expressed in my preliminary *Report on a System of Public Instruction for Upper Canada*, which I submitted to the Government in 1846. It has been the purpose and aim of my life, since I assumed the direction of the Education Department, to give practical effect to these views, and, with the Divine favour, to secure and perpetuate to my native country the inestimable blessings of a free, comprehensive, Christian education for every child in the land.

I have the honour to be,

Your Excellency's obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION,

Toronto, October, 1872.

PART II.

ONTARIO SCHOOL
STATISTICAL REPORT.
1871.

TABLE A.—The Public

COUNTIES.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.				
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	County Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry.....	2304 00	124 65	1827 60	6880 62	2171 79
Stormont.....	1925 00	39 25	1875 11	8917 71	1626 31
Dundas.....	2148 00	69 85	1842 20	11497 23	2064 96
Prescott.....	1655 00	43 15	1700 94	7198 17	1086 02
Russell.....	909 00	41 50	982 77	4530 77	1226 52
Carleton.....	4114 00	169 87	2289 82	21423 96	4679 88
Grenville.....	3555 00	15 25	1936 07	5605 05	2645 42
Leeds.....	2221 00	169 47	3815 10	19506 57	8891 01
Lanark.....	3449 00	138 80	2521 02	20617 91	3366 19
Renfrew.....	3262 00	149 70	2615 01	13623 81	1757 09
Frontenac.....	3484 00	95 50	2423 70	15337 83	2689 93
Addington.....	2811 00	291 30	2765 56	18128 92	4713 27
Lennox.....					
Prince Edward.....	1918 00	162 63	2265 61	18594 92	4313 38
Hastings.....	3839 00	250 18	3758 20	26315 63	5117 88
Northumberland.....	4208 96	240 07	3712 00	28220 81	8077 83
Durham.....	3507 00	383 74	3273 88	25424 48	3505 49
Peterborough.....	3296 00	114 05	3166 00	17546 84	6504 73
Victoria.....	3709 00	407 19	3237 22	20263 67	4154 12
Ontario.....	4610 00	546 93	4183 33	30277 62	6845 19
York.....	6187 00	741 59	5912 12	43469 49	20381 93
Peel.....	2671 00	347 79	2717 58	20179 59	9175 14
Simcoe.....	6849 00	639 85	5790 37	38823 37	8755 85
Halton.....	2049 00	298 30	2536 77	17789 43	6191 46
Wentworth.....	3156 35	336 25	3001 74	22632 54	8096 89
Brant.....	2185 00	253 03	2580 77	17810 75	6105 30
Lincoln.....	2074 00	159 15	2389 45	18947 29	6000 69
Welland.....	1966 00	190 75	2453 86	18582 80	6589 73
Haldimand.....	2479 00	279 19	3072 41	17264 60	2907 56
Norfolk.....	3418 00	400 88	3123 71	23379 22	9396 11
Oxford.....	4679 00	418 63	4566 77	38546 27	10575 24
Waterloo.....	3437 00	332 70	3866 48	33854 40	7540 33
Wellington.....	6040 00	470 78	6402 64	43254 25	14605 92
Grey.....	6646 00	505 29	7253 36	48095 61	7133 98
Perth.....	4214 00	310 40	4171 83	31414 73	8540 46
Huron.....	6915 00	627 02	6767 14	49775 86	9612 78
Brace.....	5100 85	424 26	4804 00	30811 59	8540 88
Middlesex.....	7049 00	659 42	6866 76	55437 87	14127 95
Elgin.....	3356 00	423 00	3248 98	27536 89	7041 48
Kent.....	3376 00	322 91	3112 04	28506 43	7763 80
Lambton.....	3330 00	460 16	3247 60	36162 78	8889 41
Essex.....	2602 00	344 85	1965 23	20397 39	3626 56
District of Algoma.....	170 00	10 00			1131 66
" Parry Sound.....	100 00				
Total	146974 16	12409 28	140042 75	1005585 67	268168 12
CITIES.					
Toronto.....	4637 00	347 34	81252 00	2084 41	6173 61
Hamilton.....	2045 00	105 85	26815 80		6738 67
Kingston.....	1360 00	56 20	7450 00	1135 83	1540 89
London.....	1545 00	172 65	11489 32	713 69	8302 03
Ottawa.....	1597 00	102 50	21746 74	3470 00	18609 09
Total	11184 00	784 54	148753 86	7403 93	41364 20

Schools of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School-houses.	For Rents and Repairs of School-Houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School Purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
13308 66	8792 25	282 76	134 50	233 20	1690 00	11141 71	2166 96
14383 38	9557 75	79 50	1224 12	275 36	1144 01	12280 74	2102 64
17632 24	11030 04	139 70	3226 19	355 11	1542 38	16293 42	1388 83
11683 28	7395 15	86 30	922 98	538 92	1009 04	9952 39	1730 89
7890 56	2974 24	90 52	712 50	356 28	1661 39	5794 93	1896 63
33677 53	16284 44	390 17	6615 96	733 74	2922 68	26936 99	5740 54
16756 79	10708 12	40 80	1962 35	319 14	1905 20	14925 61	1831 18
34603 15	20907 40	338 94	2304 94	816 11	5361 56	29728 95	4874 20
30092 92	17662 70	277 60	3290 68	1243 61	2645 63	25120 22	4972 70
21407 61	9934 68	604 44	1795 08	673 03	3150 88	16158 11	5249 50
24030 96	16833 72	191 00	1696 96	496 19	2038 95	21256 82	2774 14
26710 05	18005 72	613 42	2564 59	1021 90	2637 71	24843 34	3866 71
27254 54	18020 24	325 26	3890 31	796 73	2019 88	25052 42	2202 12
39280 89	25557 64	500 36	2647 87	1379 47	3906 05	33991 39	5289 50
44459 67	30622 21	480 14	5318 99	655 11	3392 30	40468 75	3990 92
36084 59	27596 11	767 48	238 72	1218 17	2762 61	32583 09	3511 50
30637 62	19209 93	274 19	3674 30	710 99	2626 67	26496 08	4131 54
31771 20	18047 54	826 84	2316 17	840 26	6387 61	28418 42	3352 78
46463 07	30805 59	1093 86	2428 97	1445 07	7404 24	43177 73	3285 34
76692 13	41611 78	1707 19	10186 27	2507 90	12410 11	68423 25	8268 88
36091 10	22271 80	095 58	6143 90	935 66	2578 24	32625 18	2465 92
60858 44	40086 47	1279 70	4462 83	1173 27	6037 07	53039 34	7819 10
28864 96	18256 31	703 10	4259 27	613 74	2969 20	26793 62	2071 34
37223 77	24972 33	772 50	3589 01	1105 06	3532 98	33971 88	3251 89
28934 85	15683 98	543 42	3621 48	687 76	5132 42	25669 06	3265 79
26570 58	16025 55	351 80	4381 40	751 31	3217 33	25327 39	4243 19
29783 14	16642 73	488 82	3417 95	587 22	4374 48	25511 20	4271 94
26002 76	17259 32	583 45	491 33	735 95	1787 90	20827 95	5174 81
39717 92	21228 06	801 76	5102 94	810 27	5700 09	33643 12	6074 80
58785 91	31030 12	837 26	7237 32	2613 59	9379 54	51097 83	7688 08
49030 91	32065 42	746 64	4853 93	1068 01	3482 47	42216 47	6814 44
70773 59	40911 36	959 61	12106 61	1611 71	7032 78	62622 07	8151 52
69634 24	44315 55	1073 29	4673 20	1613 71	9020 10	60695 85	8938 39
48651 42	30619 37	693 74	5718 04	1573 08	4530 03	43134 26	5517 16
73697 80	48374 61	1254 04	8959 10	2069 44	5883 51	66540 70	7157 10
49681 58	32337 68	848 52	7947 48	675 94	3288 82	45098 44	4583 14
84141 00	52587 39	1318 84	13279 96	1975 19	6004 43	75165 81	8975 19
41606 35	25609 58	846 00	3007 88	1484 37	4934 60	35882 43	5723 92
43061 18	26492 36	646 55	4536 74	1791 08	3860 10	37326 83	5754 35
52069 95	25782 98	927 71	10674 01	1612 68	7204 51	46201 89	5888 06
28936 03	18567 50	731 32	2786 45	1086 00	2320 40	25492 27	3443 76
1311 66	1111 17	86 58		14 25		1212 00	99 66
100 00	100 00					100 00	
1573179 98	964488 89	26292 70	178393 28	43206 18	170858 90	1383239 95	189940 03
94494 36	24840 00	1062 81	29439 50	1121 04	3031 80	59495 15	34999 21
35705 32	20405 31	255 85	2740 16	4713 70	6557 43	34672 45	1032 87
11542 92	6995 60	112 40	62 00	493 15	2844 14	10607 29	1035 63
22222 69	9313 01	368 63	3091 58	366 74	2703 18	15843 14	6379 55
45525 33	11599 37	260 95	4700 30	1284 66	15330 50	33175 78	12349 55
209490 62	73153 29	2060 64	40033 54	7979 29	30467 05	153693 81	55796 81

TABLE A.—The Public

VILLAGES.—Continued.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.				
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	County Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Dunnville	163 00		963 00		1649 02
Elora	205 00	5 00	3100 00	192 72	636 26
Embro	68 00		357 75		81 92
Fergus	164 00	25 00	1311 07	148 62	23 13
Fort Erie	97 00		861 00		567 57
Gananoque	173 00		974 00		161 76
Garden Island	60 00	200 00	500 00		149 75
Georgetown	165 00	20 00	1003 43		63 75
Hawkesbury	118 00		750 00		68 65
Hespeler	125 00	15 25	775 00		290 88
Holland Landing	75 00		650 00		47 07
Iroquois	72 00		85 02	298 94	115 77
Kemptville	129 00	15 00	550 00		327 12
Kincardine	183 00	30 00	1410 48		100 00
Lanark	82 00	25 00	577 00		198 48
Listowel	129 00		1350 00		1 91
Merrickville	107 00		775 00		10 10
Mitchell	193 00	5 00	800 00		851 91
Morrisburgh	125 00	43 00	797 00		
Mount Forest	146 00	62 50	1157 00		414 04
Newburgh	95 00		355 97		70 62
Newcastle	80 00	29 11	950 17		44 89
New Edinburgh	50 00		800 00		284 26
New Hamburg	118 00	60 50	1300 00		265 46
Newmarket	167 00		1100 00		748 84
Oil Springs	132 00		715 24		230 25
Orangeville	90 00		1024 00		100 78
Orillia	136 00	61 20	1714 00	6 80	406 80
Oshawa	266 00	25 00	4721 66	207 45	
Pembroke	45 00	28 75	826 32	610 66	99 60
Petrolia	154 00	5 00	3220 00		
Portsmouth	123 00	30 00	828 85	202 90	221 46
Port Colborne	109 00		1215 46	310 60	332 74
Port Dalhousie	125 00		900 00		868 89
Preston	146 00	31 02	1200 00	80 95	1418 36
Renfrew	61 00			403 62	
Richmond	54 00		497 83		23 30
Seaford	143 00		2150 00		973 17
Smith's Falls	116 00		300 00	173 49	671 58
Southampton			530 00		196 98
Stirling	82 00	12 00	502 46		115 21
Streetsville	183 00		410 00		238 73
Thorold	202 00	14 18	1200 00	206 35	1059 50
Trenton	207 00		782 16	153 13	586 65
Vienna	86 00	32 00	621 26		5 25
Wardsville	72 00		800 42		86 98
Waterloo	171 00	10 00	3000 00		164 46
Welland	114 00		376 49		493 00
Wellington	54 00		563 76		7 25
Yorkville	183 00	32 27	1287 57		239 23
Total	7626 00	902 02	64366 07	2996 23	26606 20

Schools of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School-houses.	For Rents and Repairs of School-houses.	For School Books, Stationery, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
2775 02	820 00		430 00	263 20	154 49	1667 69	1107 33
4138 98	1387 49	12 03	1361 23	8 34	325 76	3094 85	1044 13
507 67	460 00			9 04	26 21	495 25	12 42
1671 82	1307 07	50 00		49 06	256 21	1662 34	9 48
1525 57	680 00			46 99	204 62	931 61	503 96
1308 76	879 61		85 10		304 71	1269 42	39 34
909 75	500 00	400 00		9 75		909 75	
1252 18	1050 00	40 00			162 18	1252 18	
936 65	764 00				130 87	894 87	41 78
1206 13	875 00	30 50			69 71	975 21	230 92
772 07	600 00			19 25	60 00	679 25	92 82
571 73	408 00			4 17	73 07	485 24	86 49
1021 12	680 00	30 00	35 00	38 50	107 00	890 50	130 62
1723 48	1060 00	83 90	247 96	31 75	239 30	1662 91	60 57
882 48	680 00	50 00		5 30	96 64	831 94	50 54
1480 91	1172 83		121 85	54 50	126 38	1475 56	5 35
892 10	690 00			30 00	143 98	863 98	28 12
1849 91	1219 11	10 00		56 58	259 68	1545 37	304 54
965 00	565 00	86 00			37 03	688 03	276 97
1779 54	1060 00	125 00	238 39	21 50	156 25	1601 14	178 40
521 59	289 90			168 32	63 37	521 59	
1104 17	614 00	58 22		385 17	46 78	1104 17	
1134 26	700 00		148 00		162 97	1010 97	123 29
1743 96	1050 00	121 00		34 86	132 43	1338 29	405 67
2015 84	1183 00				273 66	1456 66	559 78
1077 49	650 00			151 35	232 07	1033 42	44 67
1214 78	560 00		50 00	88 18	284 07	982 25	232 53
2324 80	953 34	122 40		323 86	208 03	1607 63	717 17
5220 11	1740 00	50 00	455 94	51 01	877 15	3174 10	2046 01
1610 33	1130 00	57 50		295 25	127 58	1610 33	
3379 00	1587 08	25 00	1144 75	84 84	507 60	3349 27	29 73
1406 21	807 81	60 00	122 52	32 48	338 73	1361 54	44 67
1967 80	895 00	1 75		26 00	492 61	1415 36	552 44
1893 89	1073 33			74 14	100 97	1248 44	645 45
2876 23	1497 00	63 37	106 15	83 32	294 50	2044 34	831 99
464 62	415 00			6 52	43 10	464 62	
575 13	485 82			19 54	64 53	569 89	5 24
3266 17	1116 75		1460 32		125 43	2702 50	563 67
1261 07	920 00			19 99	321 08	1261 07	
726 98	556 50			3 87	156 20	716 57	10 41
711 67	562 50	24 00		43 66	68 60	698 76	12 91
831 73	400 00				134 28	534 28	297 45
2682 03	1540 00	29 18		106 64	328 71	2004 53	677 50
1728 94	1161 57			5 99	105 18	1272 74	456 20
789 51	576 38	64 00			149 13	789 51	
959 40	513 00				262 08	775 08	184 32
3345 46	1765 00	24 00	1000 00	100 28	311 87	3201 15	144 31
983 49	876 00				54 98	930 98	52 51
625 01	486 00			46 70	82 16	614 86	10 15
1742 07	1219 68	64 54		86 68	336 28	1707 18	34 89
102498 52	54534 34	1967 91	12546 59	3286 62	12819 02	85154 48	17344 04

TABLE A.—The Public School

TOTALS.	RECEIPTS BY LOCAL SCHOOL AUTHORITIES.				
	For Teachers' Salaries (Legislative Grant).	For Maps, Apparatus, Prizes and Libraries (Legislative Grant).	County Municipal School Assessment.	Trustees' School Assessment.	Clergy Reserve Fund, Balances and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Total Counties.....	146974 16	12409 28	140042 75	1005585 67	268168 12
“ Cities.....	11184 00	784 54	148753 86	7403 93	41364 29
“ Towns	13191 00	1100 15	139318 75	11199 13	74492 90
“ Villages	7626 00	902 02	64366 07	2996 23	26608 20
Grand Total, 1871.....	178975 16	15195 99	492481 43	1027184 96	410633 51
“ “ 1870.....	179252 90	14406 51	385284 59	951099 22	414321 69
Increase.....		789 48	107196 84	76085 74	
Decrease.....	277 74				3688 18

of Ontario.

EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.							
Total Receipts for all Public School purposes.	For Teachers' Salaries.	For Maps, Apparatus, Prizes and Libraries, including 100 per cent.	For Sites and Building School-houses.	For Rents and Repairs of School-houses.	For School Books Stationery, Fuel and other expenses.	Total Expenditure for all Public School purposes.	Balances.
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1573179 98	964488 89	26292 70	178393 28	43206 18	170858 90	1383239 95	189940 03
209490 62	73153 29	2060 64	40033 54	7979 29	30467 05	153693 81	55796 81
239301 93	99299 74	2761 83	30860 55	8680 50	39603 50	181206 12	58095 81
102498 52	54534 34	1967 91	12546 59	3286 62	12819 02	85154 48	17344 04
2124471 05	1191476 26	33083 08	261833 96	63152 59	253748 47	1803294 36	321176 69
1944364 91	1222681 27	33891 33	207500 03	61860 48	186127 84	1712060 95	232303 96
180106 14	31205 01	808 25	54333 93	1292 11	67620 63	91233 41	88872 73

TABLE B.—The P

COUNTIES.	Population of Ontario, according to census of 1871.	School Population, between 5 and 16 years of age.	PUPILS ATTENDING					
			Pupils between 5 and 16 years of age.	Pupils of other ages.	Total Number of Pupils of all ages attending school.	Boys.	Girls.	Under 5.
Glengarry	20524	5902	4992	276	5268	2762	2506	18
Stormont	16954	4900	4421	234	4745	2445	2300	19
Dundas	16840	6053	5467	274	5741	2915	2826	
Prescott	15976	4636	3627	185	3812	1917	1895	43
Russell	8696	2498	1868	55	1923	1025	898	56
Carleton	30304	8304	7245	257	7502	4034	3468	35
Grenville	18204	5497	4934	242	5176	2679	2497	32
Leeds	28180	9359	8113	553	8666	4455	4211	43
Lanark	27550	7314	6433	354	6787	3561	3226	115
Renfrew	23750	6481	5096	300	5396	2911	2485	187
Frontenac	24849	7968	6501	403	6904	3568	3336	34
Addington.....	25253	6519	5926	402	6328	3293	3035	36
Lennox								
Prince Edward	17458	4935	4540	546	5086	2742	2344	14
Hastings	38484	10644	9270	644	9914	5126	4788	58
Northumberland	33609	9557	8827	524	9351	4971	4380	25
Durham	28123	8101	7403	623	8026	4270	3756	26
Peterborough	23520	7601	6542	348	6890	3593	3297	
Victoria	28045	8908	7780	595	8375	4309	4066	75
Ontario	39973	11000	10034	670	11704	6346	5358	70
York	54138	16595	14430	1063	15493	8547	6946	58
Peel	23304	7496	6613	502	7115	3887	3228	27
Simcoe	57158	16582	14161	1045	15206	8010	7196	131
Halton	18749	5918	5053	363	5416	2915	2501	22
Wentworth	27748	7928	7278	481	7759	4202	3557	51
Brant	18906	5359	4924	392	5316	2835	2481	4
Lincoln	19002	5470	4736	345	5081	2639	2442	38
Welland	18660	5220	4628	450	5078	2601	2477	43
Haldimand	21350	6222	5845	371	6216	3275	2941	27
Norfolk	28904	8913	8104	611	8715	4504	4211	50
Oxford	39749	12008	10783	981	11764	6379	5385	46
Waterloo	28879	9196	8440	380	8820	5018	3802	33
Wellington.....	50419	15999	14403	1064	15467	8347	7120	77
Grey	56026	20425	17345	1104	18449	9681	8768	240
Perth	36325	12321	10965	514	11479	6126	5353	34
Huron	58827	19894	17298	874	18172	9590	8582	93
Bruce	45730	13392	12558	736	13294	7080	6214	
Middlesex	62998	18914	17336	1038	18374	9590	8784	31
Elgin	30876	8814	8257	812	9069	4886	4183	52
Kent	33766	11686	8356	564	8920	4724	4196	30
Lambton	32766	9698	9031	341	9372	4895	4477	30
Essex	25198	7409	6079	237	6316	3302	3014	11
District of Algoma.....	5007	444	311	19	330	189	141	22
" Parry Sound.....	1519	80	80		80	43	37	
Other districts.....	5690	500						
Total.....	1267986	392559	337033	21862	358895	190187	168708	2036 11
CITIES.								
Toronto	56092	13778	10627	81	10708	5438	5270	25
Hamilton	26716	6000	6018	17	6035	3066	2969	
Kingston	12407	3475	3155	31	3186	1541	1645	
London	15826	4500	4242	66	4308	2247	2061	
Ottawa	21545	5200	4026	129	4155	2187	1968	42
Total.....	132586	32953	28068	324	28392	14479	13913	67 1

Schools of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.			NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children of all ages not attending any school.	Number of children between 7 and 12 not attending any school.	Average attendance of Pupils.
10 to 16.	16 to 21.	Age not reported.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.			
2764	253		433	1005	1417	1096	840	477		859	295	2506
2200	344		572	1008	1260	1015	685	205		390	140	1810
2881	337		543	1108	1447	1346	992	305		524	148	2198
1822	114	11	428	757	1059	775	492	170	131	797	427	1556
893	59		244	397	528	393	263	86	12	516	148	782
3690	254		920	1357	2324	1593	991	317		741	391	2861
2503	281		562	1120	1449	1060	740	245		145	396	2145
4407	530		931	1845	2354	1843	1224	468	901	1029	262	2107
3286	388		718	1440	1860	1474	976	319		579	138	2892
2495	305		634	1106	1385	1035	696	297	246	1307	514	1997
3404	382		842	1686	1893	1329	855	299		1188	325	2473
2978	366		780	1324	1683	1369	928	244		467	135	2546
2368	542		435	1036	1308	1176	854	277		297	73	2076
4697	817		1248	2264	2685	2039	1292	386		1135	456	3915
4684	683		1076	2019	2622	2022	1220	392		628	271	3498
3897	640		830	1679	2310	1726	1191	290		598	434	3108
		6890	705	1255	1675	1376	991	350	538	568		2210
3847	478	336	1008	1961	2237	1512	1101	243	313	1257	273	2865
5266	810	91	1320	2373	2966	2473	1908	664		743	180	4810
7357	1017	119	1610	3123	4008	3445	2548	759		1633	401	5919
3389	536		827	1430	1977	1558	1011	312		715	178	2618
6954	827		1956	3239	3984	3021	2140	866		1458	411	5056
2565	300		524	1096	1107	1135	938	316		717	200	2147
3764	431		677	1440	2120	1802	1261	459		567	185	3195
2496	418		518	1059	1371	1121	937	310		198	30	2158
2377	384		648	1049	1449	1022	744	169		556	158	1982
2352	367	139	512	1000	1431	1119	746	270		513	114	1927
3066	398		621	1242	1709	1338	950	356		235	87	2489
5832	758		1037	1828	2464	1945	1090	351		830	275	3295
5718	844	222	1073	2257	3010	2573	2011	840		888	367	4644
4517	388		724	1416	2256	2085	1737	602		552	125	3791
7610	912		1685	3467	4356	3307	1993	659		1446	276	5618
8546	1107		2464	4334	5124	3669	2135	723		2315	737	6201
5258	587		1194	2401	3158	2406	1747	573		1012	442	4381
8460	914		1802	3612	4678	3628	3466	986		1876	466	7427
		13294	1511	2342	3302	2614	1821	928	776	849		4804
8665	992	12	1600	3333	4906	4052	3100	1323		1087	286	7351
4221	723	558	793	1846	2323	2084	1407	616		428	86	3695
4240	628		1295	1907	2407	1813	1123	375		1344	397	3196
4529	324		1111	1870	2389	1982	1500	491	29	641	126	3629
2910	267		699	1165	1776	1476	943	257		1148	491	2927
163	19		42	56	78	68	45	33	8			131
45	4		3	20	40	10	7					16
161669	20788	21661	39215	73272	95282	75925	53639	18608	2954	34776	10674	146972
4203	56		1073	1560	2497	1988	2085	1505		120	25	4911
2111	17		290	799	1406	1255	1696	578	11			3422
1639	31		165	375	682	685	635	644		350	150	1734
1771	126		323	766	998	1000	1032	189				2226
1379	377		414	770	1010	945	715	301				1639
11103	607		2265	4270	6593	5873	6163	3217	11	470	175	13992

TABLE B.—The Public Sch

TOWNS.	Population of Ontario, according to census of 1871.	School Population, between 5 and 16 years of age.	PUPILS ATTEND					
			Pupils between 5 and 16 years of age.	Pupils of other ages.	Total Number of Pupils of all ages attending school.	Boys.	Girls.	Under 5.
Amherstburgh	1936	600	519	25	544	266	278	
Barrie	3398	850	804		804	381	423	
Belleville	7305	2000	1848	31	1879	889	990	17
Berlin	2743	750	747		747	403	344	
Bothwell	995	355	355	7	362	178	184	
Bowmanville	3034	750	674	8	682	346	336	
Brantford	8107	2300	2335	32	2367	1140	1227	3
Brockville	5102	1200	1087	3	1090	543	547	
Chatham	5873	1780	1711	19	1730	939	791	
Clifton	1610	425	397	1	398	208	190	
Cobourg	4442	1100	827	12	839	487	352	22
Collingwood	2829	910	869	7	876	509	367	
Cornwall	2933	500	454	12	466	265	201	5
Dundas	3135	1000	932	10	942	493	449	10
Galt	3827	1120	880	11	891	465	426	
Goderich	3954	1064	1050	17	1067	539	528	
Guelph	6878	1900	1846	44	1890	988	902	11
Ingersoll	4022	1173	1018	14	1032	498	534	
Lindsay	4049	1400	1144	27	1171	601	570	30
Milton	891	320	312	4	316	193	123	
Napanee	2967	880	684		684	373	311	
Niagara	1600	437	354	18	372	216	156	3
Oakville	1684	598	504	14	518	259	259	
Owen Sound	3369	900	796	30	826	414	412	
Paris	2640	782	725	12	737	387	350	
Perth	2375	650	592	16	608	297	311	4
Peterborough	4611	1300	1235	13	1248	613	635	
Pictou	2361	650	597	21	618	297	321	
Port Hope	5114	1112	1059	145	1204	710	494	
Prescott	2617	660	619		619	306	313	12
Sandwich	1160	366	324	5	329	149	180	5
Sarnia	2929	900	892	1	893	482	411	
St. Catharines	7864	2250	1969	10	1979	970	1009	
St. Marys	3120	1025	1015	16	1031	507	524	
St. Thomas	2197	700	666	8	674	344	330	
Simcoe	1856	500	443	4	447	245	202	
Strathroy	3232	730	712	11	723	364	359	
Stratford	4313	1150	1120	15	1135	562	573	14
Whitby	2732	1000	934	13	947	519	428	
Windsor	4253	1000	902	11	913	469	444	
Woodstock	3982	1172	1037	37	1074	563	511	
Total	143139	40229	36988	684	37672	19377	18295	136
VILLAGES.								
Arnprior	1714	500	370		370	190	180	
Ashburnham	1197	250	150		150	80	70	
Aurora	1132	430	385	10	395	203	192	
Bath	601	162	145	6	151	77	74	
Bradford	1130	300	278		278	147	131	
Brampton	2090	525	510	4	514	240	274	
Brighton	1357	369	364	18	382	176	206	
Caledonia	1246	280	273	10	283	157	126	
Carleton Place	1205	420	345	15	360	195	165	
Cayuga	803	*260	246	17	263	146	117	4
Chippewa	922	300	264	9	273	144	129	
Clinton	2016	560	560		560	270	290	

of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.			NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children of all ages not attending any school.	Number of children between 7 and 12 not attending any school.	Average attendance of Pupils.
10 to 16.	16 to 21.	Age not reported.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.			
135	21	267	52	78	146	101	116	51		149		316
363			40	75	122	214	188	165		12	8	386
923	14		164	211	546	571	352	35		30	39	929
319			34	84	140	166	225	98		60	15	429
175	7		56	49	95	93	68	1				143
482	11		37	102	139	152	161	91				387
1163	29		247	367	569	434	512	238		100	50	1067
612	3		48	93	188	159	258	67	277	20	20	639
927	19		177	390	492	365	267	39		60	30	625
176	1		33	55	79	88	103	40		31	21	181
319	9		75	150	192	197	140	85				381
466	7		124	222	245	156	105	28		300		312
291	12	4	16	57	102	104	114	73				214
428	10		73	149	380	266	115	9		30	22	267
355	11		41	81	175	202	272	120				508
472	17		62	109	259	236	285	116				552
850	33	6	227	402	619	399	211	32		30	15	676
419	14		100	171	337	246	170	8		120	60	451
461	27		102	210	354	277	199	29		125	55	476
144	4		30	45	66	71	89	15				138
276			81	157	249	99	92	6				277
201	2		43	72	115	81	44	17		7		141
174	11		48	64	123	99	128	56				274
		826	60	114	161	210	260	21				516
384	12		43	115	189	229	140	12				378
285	38		32	58	99	126	244	44	5	10		361
545	13		99	213	366	330	216	13	11			602
251	81		51	67	141	108	161	90		40		302
		1204	104	115	195	453	215	122				511
350			13	73	124	143	153	113		30	15	333
182			19	49	59	78	88	36		27	17	177
491	1		89	144	218	159	221	62				459
896	6		145	271	407	474	478	204		230	138	952
518	16		94	155	253	248	217	64		17	11	493
273	8		78	138	154	129	149	26				300
195	4		35	67	141	127	73	4				209
378	11		64	135	159	175	184	6		18		319
412	15		132	283	331	194	190	5		74	48	405
393	11		84	99	222	187	210	145		14	14	462
	11	902	56	103	194	208	258	94		100		451
502	34		88	132	262	209	239	144				529
16347	523	3209	3196	5724	9407	8509	7919	2624	293	1634	578	17528
		370							370	100		168
50			7	11	34	41	31	26		35	15	104
285	10		67	69	97	65	68	29		12		164
63	6		3	30	20	50	42	6		17	6	86
196			37	58	83	60	36	4		25	12	94
197	4		35	68	133	124	141	13		105	75	253
157	18		14	59	143	94	66	6		5		110
143	20		12	35	60	83	65	28		30	20	174
134	15		13	31	70	19	103	124		40	20	167
92	13		35	57	72	56	28	15				96
129	9		17	45	49	60	72	30		27	12	130
220			40	60	150	100	150	60				292

TABLE B.—The Public Schools

VILLAGES—Continued.	Population of Ontario, according to census of 1871.	School Population, between 5 and 16 years of age.	PUPILS ATTENDING						
			Pupils between 5 and 16 years of age.	Pupils of other ages.	Total Number of Pupils of all ages attending school.	Boys.	Girls.	AGE	
								Under 5.	5 to 10.
Colborne	823	240	188	.....	188	113	75	.....	.....
Dunnville	1452	450	372	10	382	215	167	17	201
Elora	1498	600	533	18	551	304	247	.....	235
Embro	484	200	164	.....	164	70	94	.....	65
Fergus	1666	520	515	11	526	287	239	.....	248
Fort Erie	835	280	258	.....	258	153	105	.....	121
Gananoque	2020	629	475	6	481	281	200	.....	373
Garden Island	762	250	199	2	201	116	85	.....	134
Georgetown	1282	350	316	15	331	179	152	.....	196
Hawkesbury	1671	375	240	.....	240	134	106	.....	.....
Hespeler	797	390	338	4	342	183	159	.....	221
Holland Landing	649	212	179	16	195	98	97	2	83
Iroquois	781	215	198	.....	198	79	119	.....	85
Kemptville	872	380	370	11	381	174	207	3	229
Kincardine	1907	750	611	.....	611	298	313	.....	352
Lanark	740	230	164	1	165	92	73	.....	.....
Listowel	976	320	300	.....	300	160	140	.....	140
Merrickville	923	350	334	.....	334	193	141	.....	190
Mitchell	1802	650	532	10	542	274	268	.....	247
Morrisburgh	1156	302	275	15	290	175	115	18	165
Mount Forest	1370	593	543	17	560	256	304	.....	296
Newburgh	828	340	323	9	332	115	217	.....	85
Newcastle	1109	250	225	.....	225	125	100	.....	125
New Edinburgh	596	150	118	4	122	70	52	.....	53
New Hamburg	1003	375	370	2	372	192	180	.....	223
Newmarket	1760	444	424	13	437	241	196	6	220
Oilsprings	551	269	206	3	209	91	118	.....	91
Orangeville	1458	333	297	5	302	176	126	.....	115
Orillia	1322	450	260	10	270	140	130	.....	100
Oshawa	3185	810	804	10	814	415	399	.....	476
Pembroke	1508	350	340	12	352	210	142	.....	98
Petrolia	2651	780	724	16	740	334	406	.....	440
Portsmouth	1702	400	292	2	294	147	147	2	124
Port Colborne	988	350	339	19	358	187	171	.....	188
Port Dalhousie	1081	334	320	2	322	168	154	.....	153
Preston	1408	475	383	.....	383	201	182	.....	240
Renfrew	865	200	198	.....	198	107	91	.....	100
Richmond	487	180	179	.....	179	89	90	.....	79
Seaforth	1368	450	372	22	394	195	199	.....	188
Smith's Falls	1150	447	306	2	308	153	155	.....	134
Southampton	858	320	273	.....	273	140	133	.....	132
Stirling	779	274	229	6	235	125	110	.....	130
Streetsville	617	170	126	5	131	70	61	.....	87
Thorold	1635	494	494	16	510	253	257	.....	251
Trenton	1796	530	500	13	513	235	278	.....	288
Vienna	593	240	182	4	186	101	85	.....	97
Wardsville	539	180	163	.....	163	75	88	.....	37
Waterloo	1594	550	477	3	480	259	221	.....	244
Welland	1110	350	332	.....	332	171	161	.....	146
Wellington	517	151	131	14	145	79	66	.....	120
Yorkville	2203	586	563	6	569	300	269	.....	313
Total	77140	23874	20944	423	21367	11023	10344	52	10480

of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.			NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children of all ages not attending any school.	Number of children between 7 and 12 not attending any school.	Average attendance of Pupils.
10 to 16.	16 to 21.	Age not reported.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.			
		188	32	38	70	30	8	10				104
154	10		62	75	113	81	18	24	9			131
298	18		56	103	176	109	88	19			4	225
89	10		13	24	50	42	27	8				69
266	12		33	86	127	127	103	50		10	1	249
137			24	51	71	47	53	12		12	6	106
102	6		37	63	170	123	83	5				223
65	2		14	23	51	33	46	34		50	42	104
120	15		15	43	68	97	84	24		34	20	184
		240	13	31	22	26	42	106				139
118	3		36	55	93	70	57	31		40	40	149
96	14		15	39	56	29	36	20		33	11	88
113			6	11	27	66	73	15				84
138	11		28	41	63	54	77	118				159
248	11		67	77	143	197	123	14		140		254
		165							165			79
160			10	15	18	35	188	34		20	5	176
144				160	46	97	25	6		16		133
285	10		53	69	133	108	129	50		117	17	264
82	25		25	52	82	65	58	8		20	12	133
247	17		43	91	166	134	109	17				227
108	90	49	16	35	34	42	46	38	121	300	20	88
100				50	120	25	20	10				110
65				4	14	28	41	7		5	5	73
147	2		21	36	91	88	78	58		5		184
204	7		46	77	128	95	70	21				214
115	3		34	27	37	52	51	8		60	40	97
182	5		26	52	106	75	37	6				145
160	10	12	10	50	70	52	42	46			30	150
329	9		61	124	377	112	119	21				421
78	9	167	42	63	98	75	57	17				153
264	16	20	87	134	195	129	137	58		40		331
166	2		15	38	70	62	56	53		15		158
106	66		54	35	59	40	37	17	116			148
167	2		9	36	87	96	77	17		17		150
143			12	38	73	88	106	66		43	20	177
98			26	22	53	29	55	13				93
100			20	31	46	42	25	15				39
192	22		31	99	64	102	58	40		60	30	180
172	2		4	49	64	61	61	69		73	35	151
141			23	55	69	83	25	18		27	12	92
99	6		8	28	82	53	54	10		60	50	129
39	5		6	15	30	42	24	14		12	6	71
243	16		59	138	169	95	39	10				177
212	13		67	77	95	118	90	66		20	20	254
85	2	2	23	34	32	42	43	12				88
126			9	23	54	47	25	5		12	5	104
233	3		30	48	83	103	163	53				269
186			32	58	111	67	62	2		18		140
11	14		1	16	42	31	49	6				73
250	6		64	105	145	103	86	66				245
9049	573	1213	1692	3277	5368	4399	4062	1788	781	1655	591	9822

of Ontario.

THE PUBLIC SCHOOLS.

OF PUPILS.			NUMBER OF PUPILS ATTENDING SCHOOL.							Number of children of all ages not attending any school.	Number of children between 7 and 12 not attending any school.	Average attendance of Pupils.
10 to 16.	16 to 21.	Age not reported.	Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.	200 days to the whole year.	Whose days are not reported.			
161669	20788	21661	39215	73272	95282	75925	53639	18608	2954	34776	10674	146952
11103	607	.....	2265	4270	6593	5873	6163	3217	11	470	175	13992
16347	523	3209	3196	5724	9407	8509	7919	2624	293	1634	578	17528
9049	573	1213	1692	3277	5368	4399	4062	1788	781	1655	591	9822
198168	22491	26083	46368	86543	116650	94706	71783	26237	4039	38535	12018	188294
.....	.....	.....	46680	83320	113307	89106	67949	34097	8059	31265	.....	181638
.....	.....	.....	.....	3223	3343	5600	3834	.....	.....	7270	.....	6656
.....	.....	.....	312	.....	.....	.....	.....	7860	4020	.....	.....	.....

TABLE C.—The Public

NUMBER OF PUPILS IN THE

COUNTIES.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class, (lowest).	2nd class.	3d class.	4th class.	5th class.	6th class.								
Glengarry	1219	937	1074	1022	800	216	3182	3472	3572	1620	161	790	1471	426
Stormont	1071	796	939	876	948	115	2373	2607	2379	1087	58	364	1084	369
Dundas	1127	910	1040	1207	1266	119	3284	3317	3309	1160	20	195	1128	530
Prescott	1069	689	622	565	597	144	1776	2097	2009	919	158	448	719	303
Russell	672	360	282	248	109	17	1039	1026	989	393	120	143	472	152
Carleton	1747	1330	1501	1556	1210	158	3822	4330	4159	1442	184	464	1536	726
Grenville	1256	988	958	1039	807	128	3320	3277	3208	1008	82	274	963	325
Leeds	1975	1736	1982	1636	1139	111	5197	5070	5339	2247	250	855	2436	1031
Lanark	1768	1576	1446	1216	782	...	4299	4720	4596	1879	533	910	2023	819
Renfrew	1511	1043	1125	855	534	141	2268	2754	2815	137	251	366	1309	611
Frontenac	1972	1777	1645	941	550	19	4310	3909	4011	1145	94	233	1491	694
Addington	1571	1417	1583	1058	656	38	4104	3884	3895	1279	303	669	1897	638
Lennox	1260	1001	1083	975	562	35	3383	3713	3714	2213	831	1332	2853	1620
P. Edward	3339	2582	2321	1266	382	24	5567	5918	5959	2901	1153	1696	3532	1802
Hastings	2569	2306	2352	1391	677	56	6294	6720	6538	4674	1021	1101	4924	2505
Northumberland	2256	1679	1878	1465	713	33	5629	5969	6077	3651	679	2055	4381	2267
Durham	1498	1222	1537	1269	863	...	5010	4259	4421	2044	...	...	2384	1261
Peterborough	2363	1591	1683	1443	884	111	5311	5249	5357	2640	403	1198	3185	1173
Victoria	2853	1942	2310	1942	1664	900	7250	7465	7430	3356	951	1696	4119	2139
Ontario	4214	2905	2968	2535	1828	374	10346	10325	10397	5788	1690	2627	5896	4140
York	1751	1309	1426	1261	1159	101	5045	4658	4657	2182	441	737	2498	1340
Peel	4564	3127	3062	2373	1720	170	8377	9792	8157	3762	662	1961	4740	4514
Simcoe	1780	1144	1148	986	344	14	3948	3840	3791	2370	267	729	1938	1017
Haldimand	2014	1587	1598	1339	1047	174	5644	5309	5344	2797	620	1149	3253	2045
Wentworth	1173	976	1093	1011	874	190	3874	3679	3761	1700	381	885	2208	1349
Brant	1229	860	985	992	598	130	3168	3010	3236	1368	451	882	1953	861
Lincoln	1264	828	871	873	938	116	3267	3435	3685	2680	368	835	2062	916
Welland	1628	1162	1200	1137	867	52	4277	3989	4056	2149	469	1029	2097	1382
Haldimand	2221	1741	1783	1335	1241	235	5024	5188	5740	2284	604	1214	2905	1412
Norfolk	2810	2233	2343	2261	1494	265	8481	8407	8414	4454	1841	2217	5310	3214
Oxford	3181	1558	1250	1365	834	202	5512	5358	6079	2416	1515	1382	2959	1872
Waterloo	3852	2601	2974	2693	2108	263	9726	9602	9824	4971	580	1772	5202	3240
Wellington	4805	3642	3760	3067	1920	463	6291	10956	11549	5182	2250	992	6327	3739
Grey	3195	2213	2288	1934	1604	245	7167	7635	7743	3127	973	1369	3886	2203
Perth	5462	3853	4397	2796	1544	129	11506	10766	12061	5732	1600	2830	6751	3907
Huron	3066	2428	2754	2446	2072	...	10525	6401	7538	2952	...	...	4550	2780
Bruce	4803	3431	4032	3292	2850	151	12937	12082	12189	6575	1230	3636	7564	4220
Middlesex	1959	1334	1621	1557	1612	334	5414	5569	5476	3337	853	1678	3385	1824
Elgin	2691	1957	1613	1550	1025	84	6565	6008	5933	*3042	671	1775	3943	1929
Kent	2462	1653	1680	1565	1562	152	5930	5710	5783	2608	472	956	3075	2001
Lambton	1863	1326	1220	947	728	65	3298	3573	3637	1456	921	587	1682	596
Essex	78	79	75	68	23	...	243	231	222	91	...	46	51	75
Dt. of Algoma ..	20	14	16	30	...	...	20	45	25	4	...	...	3	...
" Parry Sound ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	95181	69843	73518	61389	45137	6276	224003	225324	229074	108822	26111	46077	126150	60986
CITIES.														
Toronto	3863	2187	1840	1553	1021	385	10118	7076	9199	4343	2818	1276	8712	5003
Hamilton	3039	677	1136	742	285	151	6035	5588	5682	1601	2000	1145	3622	3357
Kingston	386	640	675	597	402	149	471	2436	2277	1632	1248	801	2087	1359
London	1248	974	808	498	426	254	3636	3060	3436	2168	891	1348	1107	1548
Ottawa	1446	1014	931	406	320	...	2483	2589	2651	1698	1574	1563	1166	1703
Total	9982	5492	5390	3796	2454	939	22743	20749	23145	11342	8531	6133	16694	12970

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Measurement.	Book-keeping.	Domestic Economy (Girls only).	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
204	210	572	228	263	...	77	49	102	47	42	97	57	14	85	11	91	1102	...
225	109	115	164	371	162	13	4	4	2	...	40	8	5	139	...	7	284	...
125	102	237	196	...	...	20	6	13	11	6	59	6	10	48	...	...	301	26
111	82	411	87	351	84	20	...	24	...	...	16	2	13	28	...	...	159	...
22	45	97	27	148	...	10	2	10	10	14	15	10	5	13	48	80	290	...
107	231	484	398	125	111	55	20	51	37	12	67	41	24	152	2	114	271	211
51	119	402	206	168	148	33	...	1	...	...	35	8	11	83	2	88	15	42
260	409	491	847	171	30	13	48	47	96	50	176	50	67	163	2	46	210	196
109	148	339	423	129	...	5	70	51	18	1	48	41	15	56	8	470	567	218
30	68	162	72	179	...	4	5	5	40	14	36	34	18	54	21	25	94	203
95	83	394	303	155	...	2	85	70	25	...	32	18	27	153	45	3	304	12
121	176	367	500	253	90	6	23	118	1	1	88	21	31	273	12	104	614	...
239	466	597	645	...	...	306	109	223	218	199	226	97	106	236	4	760	612	32
225	313	515	728	970	160	211	153	105	179	38	188	46	162	298	95	1128	1570	515
406	490	364	630	967	11	47	90	39	35	23	192	55	96	125	4	269	1282	103
270	393	432	831	535	89	450	130	127	126	...	288	108	62	223	2	703	1382	159
...	744	...	...	...	...	...	...	138	...	...	254	92	81	305	158	8	1128	77
212	283	234	597	430	14	253	34	104	81	64	81	51	39	74	11	880	1648	310
246	655	862	1422	457	139	329	151	188	310	270	224	115	264	265	34	768	2413	375
310	648	1239	1748	564	169	521	315	268	148	186	282	153	190	479	16	1120	4165	353
392	378	509	686	284	57	83	131	93	125	119	85	52	48	162	...	440	1410	149
1605	677	858	1456	1169	128	148	82	138	59	49	98	109	85	291	6	514	2124	510
114	354	387	824	19	...	76	80	132	49	59	124	56	40	133	26	206	507	62
99	388	632	714	927	62	289	60	69	84	42	134	59	43	189	...	328	2358	401
157	378	165	561	68	25	219	102	74	16	45	169	67	50	155	...	541	1268	235
108	205	481	895	462	119	106	49	4	8	14	79	31	31	119	...	112	861	149
118	189	367	410	35	...	111	60	94	95	11	111	42	33	276	25	310	995	104
212	293	400	712	314	123	170	205	83	98	53	160	52	93	209	199	7	890	137
36	173	371	864	640	41	108	207	89	122	15	119	65	40	348	6	345	1687	...
484	702	1126	1604	1858	151	347	507	239	275	105	348	178	233	604	61	1153	2424	858
144	144	486	579	655	...	44	204	72	122	70	99	72	79	233	1	743	3070	20
496	902	906	1850	1334	429	327	171	192	211	156	242	115	217	483	23	708	3112	263
153	443	829	1524	1297	319	140	105	72	167	44	194	104	145	402	43	807	3446	251
244	373	443	1049	473	...	207	27	123	53	54	229	96	103	153	...	631	2908	101
198	738	555	1732	1755	166	288	173	253	143	125	289	221	211	370	10	1327	2478	348
...	1572	...	...	...	...	...	126	...	...	...	193	94	105	489	...	73	897	229
1035	1088	1171	2699	487	172	260	289	308	169	121	510	266	299	397	15	1244	3302	265
380	778	703	1135	...	...	498	242	358	193	134	391	142	128	691	59	389	549	18
190	326	580	737	726	...	233	91	101	93	27	148	73	68	291	8	682	1371	60
89	151	398	588	401	93	79	58	28	44	15	89	30	10	129	1	90	1509	169
145	89	301	155	1405	5	52	11	33	...	75	35	10	12	69	12	515	348	84
...	10	...	30	...	...	10	...	8	...	...	4	2	...	2	...	...	...	68
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...
9767	16125	19982	30356	20543	3097	6297	4148	4377	3510	2257	6294	2949	3313	9448	970	17829	55925	7298
488	766	1637	2103	2452	...	...	93	881	...	157	490	226	238	421	245	349	6038	...
60	704	628	280	6035	...	485	2010	454	3	...	92	23	58	100	...	150	4601	...
462	654	715	415	975	...	112	6	68	...	92	317	149	153	219	368	522	551	61
460	1057	1057	1057	460	...	502	100	550	20	...	557	170	380	191	...	372	890	807
...	750	1320	933	2509	124	241	282	266	523	386	282	254	281	68	329	1547	2250	...
1470	3931	5357	4788	6431	124	1340	2491	2219	546	635	1738	822	1110	999	942	2940	14330	868

TABLE C.—The Public

NUMBER OF PUPILS IN THE

TOWNS.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class, (lowest).	2nd class.	3d class.	4th class.	5th class.	6th class.								
Amherstburgh ..	143	96	38	...	...	...	258	393	386	289	119	51	274	119
Barrie.....	174	156	141	129	118	86	574	578	663	363	39	144	361	195
Belleville.....	501	391	396	283	212	...	1631	1555	1538	996	487	536	1176	861
Berlin.....	184	131	112	107	100	113	382	427	622	395	280	192	304	289
Bothwell.....	122	88	60	56	36	...	329	118	354	216	...	8	240	103
Bowmanville.....	173	141	127	218	23	...	509	448	509	368	90	201	509	509
Brantford.....	929	448	532	140	308	...	2129	2011	2065	1295	1411	700	1779	467
Brockville.....	352	257	211	118	99	53	1060	786	993	418	638	132	620	509
Chatham.....	433	521	369	211	157	...	1214	1216	1234	636	617	665	947	243
Clifton.....	100	83	85	74	112	...	355	286	306	200	101	135	210	153
Coburg.....	181	204	220	153	79	2	651	621	639	348	66	150	338	273
Collingwood.....	420	166	102	188	...	...	654	543	613	256	...	96	60	150
Cornwall.....	290	80	30	40	26	...	466	340	292	161	...	131	131	...
Dundas.....	255	186	212	172	117	...	919	834	851	634	...	34	1424	529
Galt.....	425	161	62	79	79	85	891	891	891	466	586	466	891	891
Goderich.....	402	228	234	191	12	...	1067	955	827	665	630	437	1067	1067
Guelp.....	568	439	309	491	71	12	1847	1309	1497	1003	771	354	1109	380
Ingersoll.....	305	240	237	148	96	...	1032	644	975	481	250	389	944	511
Lindsay.....	445	516	66	111	33	...	934	916	912	644	131	262	693	328
Milton.....	90	40	125	61	...	...	316	316	316	186	...	...	171	15
Napanee.....	195	67	233	199	...	...	635	637	637	637	489	...	199	489
Niagara.....	66	75	73	64	65	39	348	329	339	189	...	45	149	169
Oakville.....	335	115	110	59	19	...	498	352	444	216	242	120	311	25
Owen Sound.....	302	131	246	117	125	...	...	456	512	480	...	...	503	72
Paris.....	209	174	158	169	33	...	714	598	724	365	186	184	350	194
Perth.....	284	124	111	133	...	...	216	274	352	289	24	135	289	114
Peterborough.....	417	350	236	192	43	...	1248	1021	1044	974	620	902	896	865
Pictou.....	185	109	179	119	18	...	385	389	469	349	401	81	522	101
Port Hope.....	316	173	402	206	150	...	...	988	988	456	...	...	456	131
Prescott.....	264	76	92	147	40	...	355	431	435	273	327	116	385	188
Sandwich.....	61	83	75	92	18	...	279	829	329	186	71	186	196	214
Sarnia.....	266	192	155	177	62	...	701	781	654	272	398	144	763	763
St. Catharines.....	474	459	441	328	236	41	1808	1264	1497	752	454	367	250	653
St. Marys.....	279	192	232	167	157	...	617	635	641	648	287	4	639	675
St. Thomas.....	129	302	107	128	...	...	646	576	576	380	145	235	380	325
Simcoe.....	132	87	97	79	52	...	407	407	447	274	272	274	447	274
Strathroy.....	229	128	124	120	122	...	723	723	723	366	128	124	366	242
Stratford.....	537	163	128	98	115	94	1065	797	797	709	...	417	697	295
Whitby.....	303	171	182	123	46	...	927	788	788	522	250	669	515	425
Windsor.....	219	198	227	182	87	...	694	554	554	398	554	...	486	486
Woodstock.....	243	242	223	149	217	...	1074	1074	1074	696	624	302	831	514
Total.....	11937	8183	7499	6017	3283	525	30558	28354	30507	19451	11688	9388	22878	14806
VILLAGES.														
Arnprior.....	54	45	70	85	116	...	169	169	169	95	...	...	160	...
Ashburnham.....	60	40	30	13	7	...	50	90	90	50	...	...	80	10
Aurora.....	150	26	91	72	48	8	300	295	350	205	...	128	224	128
Bath.....	19	25	45	26	36	...	87	151	130	100	...	80	108	25
Bradford.....	68	32	73	43	31	...	147	148	147	120	...	...	120	...
Brampton.....	156	59	195	104	...	...	481	358	344	232	302	147	309	127
Brighton.....	74	56	114	98	40	...	380	310	310	310	37	...	310	257
Caledonia.....	70	68	70	55	20	...	263	213	233	95	...	75	213	213
Carleton Place.....	95	60	75	63	76	...	347	263	355	165	...	87	165	165
Cayuga.....	65	48	85	35	30	...	230	177	190	51	...	40	70	38
Chippewa.....	54	39	36	68	47	29	219	210	192	174	...	76	154	20
Clinton.....	160	190	110	50	50	...	320	320	320	320	160	40	320	200

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy (Girls only).	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
...	65	46	17	...	...	...	...	...	...	...	21	9	9	...	83	58	321	...
21	39	102	104	84	...	...	30	26	...	21	34	4	20	50	60	60	140	...
170	160	263	311	476	...	268	330	230	...	126	31	16	11	60	75	...	1396	...
30	...	52	32	170	...	32	25	25	...	32	10	6	3	17	...	540	459	...
...	...	4	4	...	...	19	...	4	...	...	5	...	...	3	...	23	682	...
23	23	120	120	...	...	...	...	...	23	...	...	...	...	...	...	...	...	...
198	271	328	266	798	...	227	508	185	...	...	610	168	228	232	333	1216	1131	...
167	230	240	240	...	...	33	33	33	...	33	104	30	33	122	...	69	...	...
122	131	194	194	30	...	...	149	126	...	132	59	66	99	20	299	211	...	...
15	125	46	105	125	...	...	46	42	...	8	5	6	55	20	41	20	...	...
53	57	106	170	...	...	9	11	28	...	5	32	19	36	55	...	2	...	...
10	30	39	30	...	...	...	...	5	4	...	8	10	9	25	...	91	...	...
16	16	82	82	...	...	66	...	6	6	...	8	9	5	16	...	...	...	...
38	72	142	98	222	...	...	...	8	...	...	10	2	164	7	...	72	...	...
85	85	141	141	79	164	79	586	164	243	243	164	164	13	164	...	891	516	...
...	168	168	168	203	...	58	...	13	...	...	13	...	42	50	...	114	1067	...
164	211	164	243	...	...	130	73	73	130	130	160	31	...	58	57	336	1062	76
20	...	220	337	...	...	20	42	2	...	42	15	4	...	30	...	...	...	...
47	150	150	150	838	...	...	10	60	...	...	25	...	...	...	103	202	...	...
...	...	...	24	...	...	...	...	...	...	...	...	...	...	7	...	316	...	...
294	...	...	...	...	...	...	...	...	...	...	...	...	13	...	...	684	...	...
6	93	83	78	123	...	6	25	...	...	12	13	...	36	...	...	...	129	...
...	...	10	13	190	...	...	...	...	...	...	...	...	44	...	...	120	...	...
...	147	...	...	...	...	...	...	...	...	...	19	10	16	31	...	...	...	...
56	56	173	173	...	...	33	33	33	...	33	16	6	...	37	...	103	336	...
26	...	75	75	211	...	6	54	19	...	...	6	...	...	16	...	73	40	...
18	25	40	12	128	10	8	11	25	...	...	18	10	...	12	16	50	...	...
10	52	56	40	...	...	...	...	40	...	...	...	...	...	...	...	...	...	...
...	351	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
40	40	58	68	80	...	40	30	40	...	35	3	...	20	30	...	48	327	100
30	30	78	90	229	...	38	...	22	...	38	...	...	...	6	...	22	90	...
...	...	40	87	...	...	52	...	52	87	...	4	...	...	2	...	646	...	...
182	300	305	251	1251	...	57	30	12	6	4	43	17	8	66	...	65	340	...
64	1	311	217	124	124	40	...	...	...	111	12	42	60	...	...	124	...	...
...	...	128	128	235	...	128	128	...	128	128	...	...	...	...	...	380	129	...
...	83	83	...	...	...	83	182	...	83	...	83	5	83	83	...	447	447	447
...	...	85	85	...	...	80	...	...	...	...	...	...	...	...	...	723	85	...
...	20	295	295	30	...	...	...	95	...	96	61	...	...	...	...	275	395	130
23	152	142	142	822	...	1	12	12	...	23	32	14	22	...	150	651	...	...
106	269	205	106	1	...	64	64	41	1	...	3	...	...	5	...	312	...	...
151	...	62	301	...	...	79	30	51	...	79	45	33	42	43	...	366	331	112
2185	3452	4836	4997	6379	298	1598	2231	1236	1129	1003	1879	755	933	1499	664	5612	13434	1505
...	...	54	54	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	10	...	10	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...
8	56	48	48	...	...	14	...	14	24	...	18	8	1	24	...	...	...	...
30	30	30	30	...	...	62	...	15	...	...	20	4	8	25	...	...	...	...
...	31	...	31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	19	36	74	...	74	...	19	19	...	...	...	...	4	...	74	514	...
...	...	90	90	...	...	...	...	15	...	22	...	...	...	11	...	...	...	...
...	48	38	48	213	...	...	...	29	...	...	...	...	...	20	...	213	70	...
...	...	...	87	...	...	...	...	9	...	...	...	...	...	...	...	...	87	...
...	40	...	40	...	...	...	...	...	...	8	6	6	7	...	...	...	...	...
...	65	65	65	...	...	65	...	...	...	29	17	19	20	...	...	27	144	...
...	50	60	20	...	...	...	...	36	...	...	...	8	...	4	...	...	...	...

TABLE C.—The Public

NUMBER OF PUPILS IN THE

VILLAGES— Continued.	READING.						Spelling.	Writing.	Arithmetic.	Grammar.	Object Lessons.	Composition.	General Geography.	Canadian Geography.
	1st class, (lowest).	2nd class.	3rd class.	4th class.	5th class.	6th class.								
Colborne.....	84	51	45	8	...	...	...	188	188	104	...	...	104	...
Dunnville.....	130	40	60	115	37	212	...	291	248	148	...	...	254	...
Elora.....	161	124	86	62	78	40	503	376	515	346	...	70	303	124
Embro.....	30	27	40	46	21	...	134	152	107	107	...	85	107	107
Fergus.....	145	83	141	60	87	...	490	501	389	262	116	207	353	107
Fort Erie.....	75	47	45	47	44	...	258	258	258	91	...	91	44	47
Gananoque.....	236	137	56	52	...	...	481	335	365	164	...	108	395	245
Garden Island.....	85	30	32	30	24	...	147	201	201	54	101	54	56	24
Georgetown.....	108	81	73	40	29	...	311	252	242	202	...	95	202	44
Hawkesbury.....	45	56	41	51	28	19	69	56	51	30	...	...	36	...
Hespeler.....	105	18	60	98	23	...	314	307	251	44	...	...	154	161
Holland Landing.....	51	40	48	30	26	...	104	195	144	82	...	78	144	56
Iroquois.....	60	12	10	41	23	...	150	150	15	93	...	...	27	16
Kemptville.....	72	88	117	72	31	...	381	342	321	251	...	177	271	198
Kincardine.....	144	115	125	190	37	...	611	461	460	268	...	116	191	60
Lanark.....	32	30	20	45	38	...	...	163	163	103	...	...	161	...
Listowel.....	60	140	45	40	12	3	250	250	250	200	...	55	250	55
Merrickville.....	155	32	50	59	38	...	334	161	127	110	60	...	106	95
Mitchell.....	...	...	...	...	...	...	530	512	512	298	...	104	268	127
Morrisburgh.....	42	55	74	80	39	...	248	190	200	26	...	...	16	25
Mount Forest.....	141	118	90	61	80	35	352	415	405	412	227	105	388	304
Newburgh.....	53	48	33	79	...	...	207	124	124	93	53	...	79	15
Newcastle.....	90	90	24	15	...	...	200	129	180	54	...	...	54	47
New Edinburgh.....	20	20	14	17	13	6	63	63	63	50	20	15	40	10
New Hamburg.....	121	86	86	53	26	...	372	372	372	187	...	187	137	127
Newmarket.....	117	75	130	70	45	...	350	271	350	224	222	199	245	214
Oilsprings.....	49	42	43	50	24	1	141	141	170	68	...	7	28	42
Orangeville.....	40	51	145	60	...	...	296	218	208	46	...	14	28	24
Orillia.....	130	30	25	20	30	36	200	200	200	140	160	140	140	100
Oshawa.....	256	150	149	199	42	18	580	556	564	323	410	248	495	450
Pembroke.....	140	112	59	41	...	...	127	189	215	131	...	10	114	70
Petrolia.....	215	168	183	61	113	...	579	480	582	260	310	104	310	310
Portsmouth.....	71	62	62	52	39	8	180	190	183	68	70	49	80	70
Port Colborne.....	78	44	51	67	40	20	147	270	248	155	...	84	165	114
Port Dalhousie.....	113	80	76	34	16	3	301	301	322	209	193	209	301	149
Preston.....	133	46	115	56	20	...	344	367	345	223	195	174	227	227
Renfrew.....	50	28	30	40	50	...	120	120	120	120	...	...	120	...
Richmond.....	30	35	40	45	29	...	50	107	100	40	...	...	25	20
Seaford.....	139	91	45	42	39	38	317	317	317	163	230	119	165	91
Smith's Falls.....	101	73	46	109	...	...	265	291	211	145	...	...	174	67
Southampton.....	65	88	41	54	25	...	243	243	273	102	153	102	102	102
Stirling.....	88	50	74	23	...	...	197	164	155	97	...	...	115	115
Streetsville.....	21	29	34	47	...	...	110	120	120	81	30	74	81	...
Thorold.....	110	73	141	132	54	...	340	410	392	267	130	191	237	191
Trenton.....	244	125	123	21	...	...	172	289	268	118	...	101	149	36
Vienna.....	44	38	42	35	27	...	186	186	154	104	82	...	142	186
Wardsville.....	35	30	55	43	...	...	128	128	128	128	...	...	95	63
Waterloo.....	102	95	92	88	65	38	378	378	378	236	244	145	236	...
Welland.....	85	88	91	68	...	...	262	140	292	161	...	136	173	...
Wellington.....	37	22	20	28	38	...	86	102	108	86	...	86	41	25
Yorkville.....	208	53	180	73	55	...	431	431	361	158	138	55	308	128
Total.....	5971	4034	4501	3661	1986	514	16012	15748	15745	9549	3643	4567	10669	5971

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy, (girls only).	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
6 21 107	11 21 108	15 24 72 44	7 41 21 30	11 6 258	44	18 40	30 8	18 8 44	22 8	22 86	1 26 6	1 8 15	23 15 4	10 33 6	10 33 6	70 12	164 255 258	164 255 258
...	...	40	29	...	...	...	...	29	...	...	2	...	...	...	...	...	...	...
...	11	...	8	...	...	...	...	...	...	...	13	...	...	...	...	...	...	...
...	82	28	32	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...
...	19	...	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	22	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	124	50	114	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	47	40	40	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	25	55	55	300	...	55	...	...	...	...	...	...	...	...	...	...	...	...
...	56	25	3	...	...	...	...	...	...	55	...	...	...	...	...	...	...	...
49	...	164	104	...	...	...	...	49	49	8	...	...	...	...	...	...	...	...
...	...	7	12	...	...	...	...	3	3	8	...	...	...	...	...	...	...	...
67	41	171	94	...	...	27	...	32	18	9	...	...	...	...	...	141	304	...
...	...	...	15	...	...	...	...	...	...	...	...	...	...	...	...	...	113	...
...	10	10	17	30	...	...	...	...	...	...	3	3	...	3	...	10	70	...
...	45	45	39	102	...	...	...	...	...	...	6	3	...	26	...	26	50	...
39	39	100	42	209	...	39	7	39	...	...	24	5	...	8	...	19	112	...
7	14	42	42	...	...	...	...	7	...	...	...	7	4	...	...	...	20	209
...	...	...	42	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
85	85	138	85	85	...	...	...	35	85	...	35	4	35	50	...	185	270	65
42	49	10	70	190	...	40	20	44	44	...	...	...	...	20	...	323	423	...
4	32	10	10	...	...	...	10	...	10	113	...	4	6	14	...	...	62	...
35	55	55	80	740	740	31	28	31	...	...	23	25	39	25	...	...	405	...
...	...	...	16	...	...	...	...	...	...	...	...	...	...	8	...	20	...	...
53	57	18	43	30	...	57	20	20	...	20	19	4	15	23	...	20	20	...
...	3	50	50	53	...	19	19	19	...	...	19	3	19	28	...	301	322	...
...	8	20	20	171	72	22	153	10	...	...	14	14	14	...	...	66	319	198
...	...	90	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50	...
...	8	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
38	81	40	81	39	42	39	42	38	20	...	30	26	77	27	...	...	...	...
...	...	...	77	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	10	...	...	...	...	...	...	...	6	...	...	...	...	...	120	...
...	...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	135	135	...
...	...	20	31	24	...	...	27	...	12	12	...	...	...	3	...	85	...	...
...	68	97	118	...	27	9	...	9	...	...	12	4	9	16	...	43	99	...
21	21	27	...	...	...	17	...	...	...	...	8	5	...	...	...	...	...	...
...	...	52	...	...	...	21	...	21	...	...	21	...	...	...	...	...	...	...
...
...	12	12	12	...	...	54	...	6	...	...	6	6	12	6	...	54	490	...
...	...	55	45	...	...	...	45	45	...	...	6	...	...	16	...	1	...	...
15	15	24	18	...	...	21	...	...	16	16	3	4	4	14	10	86	...	...
55	55	55	55	...	...	...	...	10	20	10	8	5	15	7	...	55	569	...
717	1366	2119	1279	2653	925	611	467	524	538	384	468	209	370	609	10	2135	6310	532

TABLE C.—The Public

NUMBER OF PUPILS IN THE

[illegible]

Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

Ancient History.	Modern History.	Canadian History.	English History.	Christian Morals.	Civil Government.	Human Physiology.	Natural History.	Natural Philosophy.	Agricultural Chemistry.	Botany.	Algebra.	Geometry.	Mensuration.	Book-keeping.	Domestic Economy, (Girls only).	Linear Drawing.	Vocal Music.	Gymnastics or Military Drill.
9767 1470 2185 717	16125 3931 3452 1366	19982 5357 4836 2119	30356 4788 4907 1279	20543 6431 6379 2653	3007 124 298 925	6297 1340 1598 611	4148 2491 2231 467	4377 2219 1236 524	3510 546 1129 538	2257 635 1003 384	6294 1738 1879 468	2949 822 755 209	3313 1110 933 370	9448 999 1499 609	970 942 664 10	17829 2940 5612 2135	55925 14330 13434 6310	7293 868 1505 532
14139 ...	24874 ...	32294 ...	41420 ...	36006 ...	4444 ...	9846 ...	9337 ...	8356 7049	5723 ...	4279 ...	10379 9396	4735 3936	5726 5424	12555 12428	2586 ...	28516 5084	89999 63872	10198 ...
...	...	...	...	...	...	...	...	1307 ...	...	...	983 ...	799 ...	302 ...	127 ...	...	23432 ...	26127...	...

TABLE D.—The Public

PUBLIC SCHOOL

TOTALS.	TOTAL.			RELIGIOUS DENOMINATIONS.											
	Public School Teachers.	Males.	Females.	Church of England.	Roman Catholic Church.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.
Grand Total Counties..	4476	2372	2104	737	458	1342	1474	274	52	14	13	33	40	4	35
“ “ Cities.....	269	68	201	59	81	65	53	3	5					3	
“ “ Towns ...	352	113	239	72	60	108	79	19	8		2			4	
“ “ Villages..	209	88	121	43	24	68	56	2	1	1	4	1	4	3	2
Grand Total, 1871	5306	2641	2665	911	623	1583	1662	298	66	15	19	34	44	14	37
“ “ 1870	5165	2753	2412	869	592	1580	1509	282	76	21	14	47	117	4	45
Increase.....	141		253	42	31		153	16			5			10	
Decrease		112				6			10	6		13	73		8

TABLE E.—The Public

TOTALS.	SCHOOLS.			SCHOOL-HOUSES.										SCHOOL.						
	Number of School Sections.	Number of Schools open.	Number of Schools closed or not reported.	KIND.					TITLE.		BUILT DURING THE YEAR.			Inspectors.	Clergymen.	Municipal Councillors & Magistrates.	Judges and Members of the Legislature.	Trustees.		
				Brick.	Stone.	Frame.	Log.	Total.	Freehold.	Leased or rented.	Brick.	Stone.	Frame.						Log.	Total.
Total Counties.	4353	4298	55	750	375	1829	1423	4377	3930	447	63	13	81	25	182	8504	4846	2769	294	15731
“ Cities	61	61	.....	36	12	12	.....	60	58	2	3	.....	.....	.....	3	1147	873	69	11	816
“ Towns	131	131	.....	63	21	44	.....	131	120	11	10	1	.....	.....	11	1087	1483	191	26	1601
“ Villages	108	108	.....	46	17	43	2	108	104	4	2	1	3	.....	6	196	415	212	64	906
Grand Total, 1871	4653	4598	55	898	425	1928	1425	4676	4212	464	78	15	84	25	202	10934	7617	3241	395	19054
Grand Total, 1870	4639	4566	73	870	428	1888	1406	4592	4150	442	61	24	70	23	178	10448	6724	3336	517	18724
Increase	14	32	.....	28	.....	40	19	84	62	22	17	.....	14	2	24	486	893	.....	.....	330
Decrease .....	.....	.....	18	.....	3	.....	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	95	122	.....	.....

TABLE F.—The Roman Catholic

TOTALS.	Number of Separate Schools.	RECEIPTS.					EXPENDITURES.			TIME AND PUPILS.		
		Amount of the Legislative Grant paid.	Legislative Grant for maps, apparatus, prizes, and libraries.	Amount raised from School Rate on supporters.	Amount subscribed by supporters and other sources.	Total amount received.	Amount paid to Teachers.	Amount paid for maps, apparatus, prizes and libraries, including 100 per cent.	Amount paid for other purposes.	Number of months open.	Number of Pupils.	Average attendance.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.			
Total Sections	104	2880 16	32 43	12915 66	4301 26	20129 51	16012 15	69 37	4047 99	10	6626	2724
“ Cities	22	3427 00	451 51	8906 72	14933 33	27718 56	11018 02	940 52	15760 02	12	7520	3953
“ Towns	25	2332 00	80 71	11201 13	5505 64	19119 48	13379 37	226 99	5513 12	12	5895	3133
“ Villages....	11	442 00	10 00	1791 83	607 15	2850 98	1983 88	20 00	847 10	11	1159	561
Grand Total, '71.	160	9081 16	574 65	34815 34	25347 38	69818 53	42393 42	1256 88	26168 23	11	21200	10371
“ “ '70.	163	8906 90	683 04	31845 62	17065 10	58500 66	41738 84	1766 90	14994 92	11	20652	10035
Increase .....	.....	174 26	.....	2969 72	8282 28	11317 87	654 58	.....	11173 31	.....	548	336
Decrease.....	3	.....	108 39	.....	.....	.....	.....	510 02	.....	.....	.....	.....

Separate Schools of Ontario.

TEACHERS.					PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.												MAPS, APPARATUS, &c.				
Number of Teachers.	Male.	Female.	RELIGIOUS ORDERS.		Number of Schools opened and closed with prayer.	Number of pupils learning Reading.	Writing.	Arithmetic.	Grammar.	Geography.	History.	Book keeping.	Algebra.	Geometry.	Natural Philosophy.	Music.	Number of maps.	Number of Schools using maps.	Apparatus.	Blackboards.	
			Male.	Female.																	
105 75 56 13	25 32 22 5	80 43 24 8	..... 26	4 38 20 2	102 22 25 11	6406 7374 5668 1081	3501 4956 3973 827	3442 4976 3954 806	1473 3218 2371 275	1554 3852 2202 367	493 1646 826 221	12 563 234 22	14 326 161 1	6 131 161 1	5 1332 159 40	23 3497 832 100	307 263 295 61	71 22 25 10	4 22 10 3	92 24 22 10
249 236	84 96	155 140	26 25	44 58	160 127	20529 19868	13257 12850	13178 13253	7337 7409	7975 8719	3186 4459	831 806	502 435	223 230	1536 452	4432 6060	926 795	128 106	39 37	148 128	
13 12	15	1 14	33	661	407 75 72 744 1273	25	67 7	1084 1628	131	22	2	20

TABLE G.—The

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1870.	Legislative Grant.		Local Sources.			Total Receipts.
			For masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Alexandria	Glengarry		396 00		200 00		26 46	226 46
Amprior	Renfrew				282 55	28 95		707 50
Barrie	Simcoe	12 64	670 00	11 86	325 00	570 25	22 96	1612 71
Beamsville	Lincoln	0 20	396 00		300 00		52 28	748 48
Belleville	Hastings	418 71	1664 00		602 96		1 00	2086 67
Berlin	Waterloo		380 00	8 00	550 00			938 00
Bowmanville	Durham		922 00	30 00	813 00	305 00		2070 00
Bradford	Simcoe	26 68	364 00		385 00		600 00	1375 68
Brampton	Peel		1020 00	49 81	683 06			1752 87
Brantford	Brant	34 91	474 00		490 00	441 25	98 72	1538 88
Brighton	Northumberland	26 92	462 00		210 00		198 26	897 18
Brockville	Leeds	37 08	808 00	40 00	1400 00			2285 08
Caledonia	Haldimand		332 00		443 89	23 64		799 53
Carleton Place	Lanark	234 74	312 00		526 16	4 20	6 00	1083 10
Cayuga	Haldimand		430 00		200 00		224 76	854 76
Chatham	Kent	366 52	716 00	25 00	375 00	507 00		1989 52
Clinton	Huron	95 53	500 00	30 00	600 00	235 00	14 00	1474 53
Cobourg	Northumberland	153 89	1678 00		844 00	1436 25	6 96	4019 09
Colborne	Do	150 16	1012 00	10 00	506 00	23 25		1701 41
Collingwood	Simcoe		352 00	10 00	450 00			812 00
Cornwall	Stormont		454 00	25 00	(e)250 00	(e)100 00		(e)829 00
Drummondville	Welland	97 30	492 00		246 00	237 50		1072 80
Dundas	Wentworth	360 23	1278 00		1349 64	53 75		3041 62
Dunnville	Haldimand	80 53	542 00		504 00			1126 53
Elora	Wellington	43 12	402 00	39 96	350 00		202 10	1037 18
Farmersville	Leeds		500 00	7 50	150 00			657 50
Fergus	Wellington	53 30	288 00	10 00	250 00	36 00		637 30
Fonthill	Welland		730 00		380 00	235 00		1345 00
Galt	Waterloo	1050 80	1942 00	14 00	450 00	2110 06		5566 86
Gananoque	Leeds		510 00		372 00			882 00
Goderich	Huron	577 57	756 00	39 88	378 00	368 00		2119 45
Grimsby	Lincoln		534 00	20 12	350 00	310 05	31 05	1245 22
Guelph	Wellington		776 00		1346 22	34 50		2156 72
Hamilton	City	1090 25	1682 00	104 00	1000 00	1359 93		5236 18
Ingersoll	Oxford					27 08	1059 92	1087 00
Iroquois	Dundas		914 00		100 00	151 19		1165 19
Kemptville	Grenville	72 40	368 00		150 00			590 40
Kincardine	Bruce	58 43	536 00	20 00	485 00			1099 43
Kingston	City	0 76	1228 00	27 18	568 00	1257 56	241 50	3323 00
Lindsay	Victoria		502 00	200 00			358 00	1060 00
London	City	52 33	664 00		680 68	206 00	683 24	2266 25
L'Orignal	Prescott	112 57	360 00	10 15	300 00		63 74	846 46
Manilla	Ontario		430 00	13 50	115 00	24 00	57 75	640 25
Markham	York	408 17	428 00	20 00	300 00	224 00		1380 17
Metcalfe	Carleton		296 00		200 00		70 00	566 00
Milton	Halton		410 00	31 00	300 00	297 20	32 00	1070 20
Morrisburgh	Dundas		596 00	10 00	100 00			706 00
Mount Pleasant	Brant		486 00	14 25	310 00		131 75	942 00
Napanee	Lennox	5 23	1428 00		840 00			2273 23
Newburgh	Addington		1070 00		415 00		469 93	1954 93
Newcastle	Durham		632 00		359 50	142 50		1134 00
Newmarket	York		432 00		435 45	436 25		1303 70
Niagara	Lincoln		330 00		425 00	256 50		1011 50
Norwood	Peterborough	451 94	534 00	4 00			490 80	1480 74
Oakville	Halton		398 00		507 17			905 17
Oakwood	Victoria		312 00		200 00			512 00

(e) Estimated.

High Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of Pupils attending.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
120 00	81 67			201 67	24 79	23	
637 50	70 00			707 50		46	Free.
1497 54	17 67	23 72	60 32	1599 25	13 46	69	\$4.
633 03			*115 45	748 48		55	Free.
1560 87	62 90		462 90	2086 67		110	Free to county, non-res. \$4.
721 50		16 00	198 10	935 60	2 40	53	Free.
1800 00	104 00	60 00	106 00	2070 00		78	\$1 50.
604 00			69 25	673 25	702 43	51	75 cents.
1087 50	75 95	99 62	47 30	1310 37	442 50	96	Free.
1381 75	6 00		115 00	1502 75	36 13	52	\$2 50.
841 66			53 60	895 26	1 92	74	Free.
2162 50	6 00	80 00	29 25	2277 75	7 33	79	Free.
700 00	7 84		91 69	799 53		29	Free.
650 00	57 59		133 30	840 89	242 21	51	Non-residents \$2 50.
700 00			128 27	828 27	26 49	40	Free.
1370 36	143 29	50 00		1563 65	425 87	93	\$2.
900 00	150 00	60 00	33 96	1143 96	330 57	48	\$2.
3267 30	282 34			3549 64	469 45	160	\$3 50.
1216 00	22 45	20 00	141 08	1399 53	301 88	99	Free.
700 00	4 75	20 00	67 37	792 12	19 88	28	Free.
(e)700 00	(e)50 00	(e)50 00	(e)29 00	(e)829 00		33	
856 75			97 93	954 68	118 12	42	\$2 50.
1576 91	109 65		281 49	1968 05	1073 57	120	Free.
782 00	127 00	15 00	41 95	965 95	160 58	49	Free.
813 66	69 13	81 26	64 35	1028 40	8 78	58	
600 00	9 00	15 00	33 50	657 50		55	Free.
540 50	11 14	20 00	41 40	613 04	24 26	46	
1000 00	130 00		215 00	1345 00		63	\$2 50.
3905 00	1189 52	32 10	351 72	5478 34	88 52	197	\$4.
800 00			82 00	882 00		41	Free.
1243 75	94 88	79 76	121 07	1539 46	579 99	60	\$2.
1020 23	117 30	40 74	48 95	1227 22	18 00	61	\$3 and \$2.
1382 20			725 47	2107 67	49 05	101	Free.
4053 35	133 53	208 00	781 60	5176 48	59 70	230	\$4 classical, 20 cents English.
900 00	56 00	26 00	105 00	1087 00		90	Free.
945 07			120 11	1065 18	100 01	111	Free.
461 25			56 24	517 49	72 91	57	Free.
700 00	50 86	40 00	+259 28	1050 14	49 29	87	Free.
2869 06	66 38	74 18	208 28	3217 90	105 10	112	\$4 50 and \$3 50.
1060 00				1060 00		55	Free.
2116 25			150 00	2266 25		257	Free to residents.
750 00	66 81	20 30	9 35	846 46		38	Free.
511 50	24 25	27 00	20 00	582 75	57 50	45	Free.
728 00	369 19	40 00	66 04	1203 23	176 94	54	\$2.
496 00			65 00	561 00	5 00	32	Free.
977 20		63 00	30 00	1070 20		54	\$3.
470 00		20 00	43 56	533 56	172 44	59	Free.
700 00	36 66	28 50	173 53	938 69	3 31	51	Free.
1880 00	120 34		271 92	2272 26	0 97	214	Free.
1703 00	184 50		67 43	1954 93		114	Free.
996 00		20 00	118 00	1134 00		63	\$1.
1148 75	75 95		19 50	1244 20	59 50	66	\$4.
971 50		40 00		1011 50		36	\$4.
839 50	330 96	8 00	302 28	1480 74		52	Free.
800 00	21 84		83 33	905 17		53	Free.
512 60				512 00		40	Free.

* Including \$100 repaid loan.

† Including \$125 for scholarships.

TABLE G.—The High

SCHOOLS.		MONEYS.						
HIGH SCHOOLS.	COUNTIES.	RECEIPTS.						
		Balance from 1870.	Legislative Grant.		Local Sources.			Total Receipts.
			For masters' salaries.	For maps, prizes, &c.	Municipal Grants.	Fees.	Balances and other sources.	
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Omemece	Victoria	60 79	798 00	20 03	200 00			1078 82
Orangeville	Wellington		484 00		249 50		293 42	1026 92
Osborne	Russell	55 00	304 00		250 00		100 00	709 00
Oshawa	Ontario		1002 00	35 85	794 62			1832 47
Ottawa	City		904 00	24 00	1000 00	1764 40	250 66	3943 06
Owen Sound	Grey		680 00	56 88	520 00			1256 88
Pakenham	Lanark		302 00	20 78			309 24	632 02
Paris	Brant		698 00		480 51	69 00		1247 51
Pembroke	Renfrew		328 00		(e)200 00	(e)100 00		(e)628 00
Perth	Lanark		958 00		479 00	210 00		1647 00
Peterborough	Peterborough		2048 00	5 00	1114 50	416 11		3583 61
Pictou	Prince Edward	401 84	882 00	33 25	1285 00	367 17		2969 26
Port Dover	Norfolk		314 00				436 00	750 00
Port Hope	Durham		914 00	5 04	773 00	703 00		2395 04
Port Perry	Ontario		560 00		218 50		71 50	850 00
Port Rowan	Norfolk	181 05	368 00	5 00			142 51	696 56
Prescott	Grenville	37 98	592 00	5 00	360 00	32 75	150 25	1177 98
Renfrew	Renfrew		374 00		286 88			660 88
Richmond	Carleton		360 00		180 12			540 12
Richmond Hill	York		502 00	5 48	300 00		281 00	1088 48
Sarnia	Lambton		336 00	21 00	1000 00	34 75		1391 75
Scotland	Brant		368 00	5 00	245 48		15 87	634 35
Simcoe	Norfolk		812 00	5 00	525 74		180 00	1522 74
Smith's Falls	Lanark	123 84	544 00		300 00	103 50	160 00	1231 34
Smithville	Lincoln	42 50	418 00		300 00	146 00		906 50
Stirling	Hastings	15 00	264 00	5 00	283 00			567 00
Stratford	Perth	208 06	658 00		350 00			1216 06
Strathroy	Middlesex		554 00		678 50			1232 50
Streetsville	Peel		462 00	15 09	360 00		5 00	842 09
St. Catharines	Lincoln	93 74	1222 00	28 00	900 00	1792 03	2000 00	5035 77
St. Marys	Perth		484 00		300 00	13 00	133 93	930 93
St. Thomas	Elgin		842 00		619 86			1461 86
Thorold	Welland		938 00	10 00	569 00	80 00		1597 00
Toronto	City		1454 00	20 32	6330 00	2081 23	8274 85	18160 40
Trenton	Hastings		364 00		445 70		100 00	909 70
Uxbridge	Ontario	111 44	746 00	5 00	205 00			1067 44
Vankleekhill	Prescott		528 00	23 78	410 00	62 20	19 75	1043 73
Vienna	Elgin		606 00		250 00			856 00
Wardsville	Middlesex	190 00	410 00		205 00			805 00
Waterdown	Wentworth	211 46	374 00		280 50	78 00		943 96
Welland	Welland		398 00	50 00	199 00	63 00	348 51	1058 51
Weston	York		708 00		300 00	240 00		1248 00
Whitby	Ontario		1440 00		1320 50	54 00	551 16	3365 66
Williamstown	Glengarry	235 57	530 00	24 00	230 00		60 00	1079 57
Windsor	Essex		608 00		242 00			850 00
Woodstock	Oxford		668 00	14 30	800 00	133 67	47 96	1663 93
Grand Total, '71		8041 18	*65536 00	1268 01	50674 19	18985 67	19074 78	163579 83
" " '70		11590 61	54695 00	1348 26	43597 23	19375 98	15000 61	145607 69
Increase			10841 00		7076 96		4074 17	17972 14
Decrease		3549 43		80 25		390 31		

(e) Estimated.

* The above \$65536 includes payments for the last half of 1870 and the first half of 1871. There was \$200 for services in 1870, and for 1871 \$1200. The total grants paid during 1871 were therefore

Schools.

MONEYS.						PUPILS AND TERMS OF ADMISSION.	
EXPENDITURE.						Number of Pupils attending.	Fees per term of three months per pupil.
Masters' salaries.	Building, rent and repairs.	Maps, prizes and libraries.	Fuel, books and contingencies.	Total expenditure.	Balance over.		
\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.		
725 00	6 00	40 06	194 97	966 03	112 79	78	Res. free, non-res. \$2 and \$1.
650 00	112 00		181 69	943 69	83 23	59	Free.
609 00	62 59		28 91	700 50	8 50	24	Free.
1396 25	254 37	71 70	110 15	1832 47		100	Free.
3152 58	244 55	48 00	482 53	3927 66	15 40	85	\$8 and \$6.
1200 00		56 88		1256 88		99	Free.
532 00	1 40	41 56	57 06	632 02		37	Free.
1075 00	28 46		144 05	1247 51		59	Non-residents \$3.
(e)600 00			(e)28 00	(e)628 00		28	\$1 50.
1341 00	100 00		206 00	1647 00		89	\$4.
3282 49	19 00	10 00	272 12	3583 61		231	75 cents.
1125 00	1599 63	66 50	178 13	2969 26		101	
675 00			75 00	750 00		38	Free.
1975 00	39 00	10 08	370 96	2395 04		108	Classical \$3, English \$2.
800 00			50 00	850 00		60	Free.
550 00	30 00	10 00	61 56	651 56	45 00	38	Free.
1034 81		10 00	132 96	1177 77	0 21	65	Free.
600 00	15 78		45 10	660 88		36	Free.
505 00	32 12		3 00	540 12		37	Free.
590 38	40 60	17 84	57 70	706 52	381 96	44	Free.
950 00	117 05	67 00	134 92	1268 97	122 78	59	60 cents.
485 96	74 35	10 00	48 17	618 48	15 87	58	Free.
1350 00		10 00	162 74	1522 74		88	\$3.
800 00			133 99	933 99	297 36	58	75 cents.
769 00	50 78		20 11	839 89	66 61	50	\$2.
490 00	10 30	10 00	46 10	556 40	10 60	36	Free.
800 00	21 55	8 00	138 20	967 75	248 31	120	Free.
600 00	80 00	20 00	59 00	759 00	473 50	94	Free.
515 00	22 73	30 18	69 65	637 56	204 53	57	Free.
2384 77	1028 58	56 00	229 18	3698 53	1337 24	168	\$3 and \$2.
800 00		20 00	110 93	930 93		50	Free.
1368 75	8 41		84 70	1461 86		125	Free.
1487 00	50 00	20 00	40 00	1597 00		92	75 cents.
2251 33	15047 52	130 84	+730 71	18160 40		153	\$5.
905 10	4 60			909 70		42	Free.
706 00	111 65	10 00	74 47	902 12	165 32	42	Free.
900 20		53 78	19 75	973 73	70 00	54	Free out of county.
795 62			60 38	856 00		75	Free.
650 00				650 00	155 00	63	Free.
700 00	10 25		31 40	741 65	202 31	56	75 cents.
656 28	16 30	100 00	40 93	813 51	245 00	62	\$1.
1003 00	200 00		45 00	1248 00		69	Free.
2802 50	153 71		409 45	3365 66			
769 32		48 00	47 85	865 17	214 40	55	Free to county, non-res. \$2 50.
840 00		10 00		850 00		49	Free.
1302 53	33 52	62 12	73 20	1471 37	192 56	69	\$1.
113861 81	24164 14	2426 72	12427 84	152880 51	10699 32	7490	
105153 21	20390 11	3374 72	8648 47	137566 51	8041 18	7351	
8708 60	3774 03		3779 37	15314 00	2658 14	39	
		948 00					

† Including \$616 balance due Treasurer, January, 1871.
also paid \$3050 for the last half of 1871, which will come into the Table of 1872; also, to 10 Meteorological \$69986.

TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF

HIGH SCHOOLS.	SUBJECTS.										
	In Christian Morals.	In English Grammar and Literature.	In Composition.	In Reading, Dictation and Elocution.	In Penmanship.	In Linear Drawing.	In Book-keeping and Commercial Transactions.	In Arithmetic.	In Algebra.	In Geometry.	In Logic.
Alexandria		20	23	20	20		5	23	4	13	
Arnprior.....		46	46	46	46		15	46	10	7	
Barrie	69	69	23	69	67	28	20	69	39	23	
Beausville		55		55	55		6	55	26	9	
Belleville	110	110	38	110	110		8	110	44	24	
Berlin		51	51	51	51	28	15	53	27	16	
Bowmanville		78	78	78	78	78	47	78	78	40	
Bradford		51	51	51	51		8	51	43	21	
Brampton		96	96	96	57	71	27	96	85	42	
Brantford		30	30	52	52		12	52	23	15	
Brighton	74	74	74	74	74		15	74	31	17	
Brockville		79	79	79	79	13	54	79	79	17	
Caledonia		23	24	24	24		20	24	24	19	
Carleton Place		51	27	51	51		14	51	17	17	
Cayuga		40		40	40		8	40	12	14	
Chatham		93	53	93	49		15	93	29	35	
Clinton		48	48	48	48	28	16	48	18	18	
Cobourg		92	86	81	47		24	85	32	20	
Colborne		99	99	99	50		20	99	30	20	
Collingwood		28	28	28	28			28	22	15	
Cornwall											
Drummondville	42	42	42	42			31	42	28	23	
Dundas		120	56	120	120	64	6	120	120	119	
Dunnville		49	49	49	49	49		49	9	24	
Elora		54	58	56	58		26	54	23	24	
Farmersville		55	55	55	55			55	40	20	
Fergus				46	30		6	46	21	13	
Fonthill	63	62	51	63	63		18	63	41	32	
Galt		193	142	193	187	29	51	193	142	103	
Gananoque		41	12	41	41			41	5	5	
Goderich	60	60	60	60	60		25	60	21	16	
Grimsby		61	61	61	59			61	38	21	
Guelph		101	101	101	101	27	46	101	95	87	
Hamilton		230	230	230	230		71	230	73	82	
Ingersoll		90		50	25		15	90	36	34	
Iroquois		111	111	111	95		15	94	38	14	
Kemptville		57	57	57	57		3	57	15	20	
Kincardine	40	87	87	87	87	45	60	87	25	25	
Kingston	111	112	112	112	112	112	46	112	70	53	
Lindsay	55	55	55	55	55		20	55	55	55	
London	257	257	257	257	257	257	73	257	43		
L'Orignal	38	38	38	38	38		7	38	25	9	
Manilla		45	45	45	45		4	45	21	15	
Markham		52	52	52	52		33	54	34	11	
Metcalf	23	32	20	32	20	24	7	32	30	16	
Milton		54	54	54	54		3	54	10	15	
Morrisburgh		59	59	59	59		17	59	29	14	
Mount Pleasant	51	51	51	51	51	51	14	51	51	10	
Napanee		214	120	214	214		42	214	44	25	
Newburgh		114	114	114	114		30	114	114	15	
Newcastle	63	63	63	63	63	63	25	63	12	12	
Newmarket		66	51	66	37	17	21	66	49	13	
Niagara	36	36	36	36	36		12	36	20	20	
Norwood		52	52	52	52		12	52	9	5	

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.														CLASSIFICATION.							
In Trigonometry.	In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philoeophy.	In Chemistry and Agri- culture.	In Natural History.	In Physiology.	In Elements of Civil Go- vernment.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	English Course.				Classical Course.			
														First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
		20	20						7		14	4		23							
	5	69	46						30		46	5		10				34	8	5	6
	2	55	69	8					29		53	7		18	25			4	6		2
	18	110	55						18	3	12	2		12							
		41	51						30		85	4		6	8			28	13		
3	9	78	78	29	75	23	30		19	24	41	4		12				52	8		7
	10	51	51	9					6		44	5		2	2			14	24	10	3
	10	96	96	39	71	85			35		92	20		6	2	2		44	38	8	2
	1	52	52	1	8		20		17		46	5		3	3			32	10	4	
	24	74	74	7					40		35	1		15	15		9	10	10	9	5
	2	79	79	79	35	56	41		70		64	6		4	11			23	28	9	4
	17	29	24	8		7	15		11		15	2		24	14				3	2	
	8	51	51	17	23	23			15		17	2		16	8			10	9	8	
	18	40	40						16		25	7									
	8	80	93	6	3				56		46	6									
	18	48	48	20	15	15			20	10	48	11									
	1	71	47	8	5	21	15		41	4	88	33									
6	6	60	99	8	10				12		99			18	4			59	10	20	10
		28	28						12		22							6			
1		42	42	42	19	20	42		13		37	3		5				25	11	1	
	4	120	120	29	14	17	38		42		102	8		18				94	8		
		49	49						11		43			6				43			
		52	48	13	10				35		38	4		13	14	6	8	4	3	5	4
1	8	30	55	7			3		5		20										
3	13	19	46						21		19	1		17			10	12	6		1
9	40	47	61	23	18	5	1		50	5	44	13		13	6			25	13	11	5
2	69	142	193	103	69				142	51	197	45	197	19	31	37	24	34	7		
		41	41						20		41	1						32	9		
	21	47	60			1			24		40	2									
4		61	61	12					12	10	52	9		7	2			33	10	6	3
	9	101	101	17	17	17	17		46	24	89	26		2	5	1		66	11	11	5
3	199	230	230	61	72	63	59		103	20	129	33		19	39	37	6	48	39	20	15*
2	17	45	72	18	15		26		36		40	6									
		80	106	10					12		111	4		15	7	3		20	9	3	
		57	57	13	26				21		32	3									
	10	87	87	20	16	16	20		24		33	6		44				27	1	5	
6	41	112	112	66			112		39		111	37	57	11	1			43	31	18	19
	55	55	14	15	15				20	4	44	3						44			
119	257	257	65		257		60		61		16	257		25							
	7	38	38	5	3		1		3		13	6						9	4		
		45	45	9					5		40	2									
	9	51	52	7					8		39	6		30	2			16	6		
		32	32	5		15	5	24	15		28	25		4				28			
		26	54						8		32	8			7	5	7	10	11	12	2
2	59	59	1	35					23		49	3									
4	51	51	12	8	12	40			12		28			12	8	3		13	10	5	
	10	47	214	27					27		183	6		48	29	10		98	18	11	
	12	114	114	20	8	40			15		40	8	47	31	38	5		10	14	16	
		63	63	20	20	20	30		14		20	1		20	16	5	2	12	5	2	1
		66	66	15					34		57	9		4	3	2		36	14	5	2
4	20	36	36	20	36	36			12		36	3						18	6	9	3
		31	52	12		5			11		52	4									

* Also 7 in a fifth form.

High Schools.

INSTRUCTION AND MISCELLANEOUS INFORMATION.

SUBJECTS.														CLASSIFICATION.							
														English Course.				Classical Course.			
In Trigonometry.	In Mensuration.	In History.	In Geography and Astro- nomy.	In Natural Philosophy.	In Chemistry and Agri- culture.	In Natural History.	In Physiology.	In Elements of Civil Go- vernment.	In French.	In German.	In Latin.	In Greek.	In Gymnastics and Drill.	First Form.	Second Form.	Third Form.	Fourth Form.	First Form.	Second Form.	Third Form.	Fourth Form.
.....	32	53	53	7	10	53	14	.....	20	5	29	12	.....	8	15	.....	.....	18	11	1	.....
.....	24	40	40	32	32	.....	.....	.....	5	2	4	2	.....	36	.....	.....	.....	3	.....	.....	1
.....	15	35	58	28	.....	70	.....	.....	33	53	17	.....	.....	12	7	6	.....	32	17	7	.....
.....	3	13	12	.....	4	.....	.....	.....	20	29	3	.....	.....	8	10	12	.....	4	6	9	10
.....	10	100	100	.....	24	56	53	.....	48	57	2	.....	.....	19	.....	.....	.....	2	.....	.....	.....
.....	15	39	85	39	.....	.....	.....	.....	40	74	38	.....	.....	32	11	.....	.....	16	36	3	2
.....	12	99	99	12	12	12	12	.....	44	38	7	.....	.....	.....	7	4	.....	21	17	15	21
.....	26	37	59	.....	.....	.....	.....	.....	10	37	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1	59	59	38	49	.....	38	.....	22	59	4	59	1	.....	.....	.....	.....	38	21	.....	.....
.....	6	28	28	8	4	1	.....	.....	15	24	3	.....	.....	4	.....	.....	.....	9	11	4	.....
.....	4	89	89	.....	.....	.....	.....	.....	53	86	11	.....	.....	.....	.....	.....	.....	60	21	4	4
.....	5	201	231	45	25	64	.....	.....	63	.....	147	35	.....	33	26	25	.....	47	38	32	30
.....	10	101	101	.....	41	41	.....	.....	34	60	1	.....	.....	38	3	.....	.....	52	8	.....	.....
.....	11	38	38	.....	.....	.....	.....	.....	7	10	3	.....	.....	28	.....	.....	.....	14	.....	.....	.....
.....	6	108	108	108	59	108	48	.....	56	65	6	.....	.....	14	23	11	.....	27	23	10	.....
.....	1	60	60	6	.....	.....	6	.....	18	40	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	65	65	6	.....	.....	.....	.....	.....	14	1	27	1	.....	3	5	3	.....	8	13	6	.....
.....	18	35	.....	.....	.....	.....	.....	.....	20	64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	22	37	.....	.....	.....	.....	.....	.....	21	13	2	.....	.....	15	8	.....	.....	9	2	2	.....
.....	44	44	29	23	.....	.....	.....	.....	13	13	.....	.....	.....	14	14	.....	.....	9	.....	.....	.....
.....	31	59	59	8	46	46	2	.....	21	38	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	50	53	9	.....	12	6	.....	.....	16	21	1	.....	.....	22	16	.....	.....	9	8	4	.....
.....	45	88	88	88	88	88	.....	.....	8	40	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	14	58	58	.....	58	35	.....	.....	21	24	2	.....	.....	20	10	9	8	19	11	6	5
.....	5	50	50	10	.....	.....	.....	.....	21	24	2	.....	.....	22	12	.....	.....	22	.....	2	.....
.....	35	36	.....	.....	.....	.....	.....	.....	.....	26	1	.....	.....	16	4	.....	.....	20	8	2	.....
.....	120	120	16	.....	.....	.....	.....	.....	11	36	.....	.....	.....	34	.....	.....	.....	2	.....	.....	.....
.....	94	94	11	2	.....	.....	.....	.....	62	46	3	.....	.....	24	21	29	.....	14	14	10	8
.....	8	20	57	6	8	.....	.....	.....	59	44	2	.....	.....	50	.....	.....	.....	44	.....	.....	.....
.....	3	6	168	168	6	4	.....	.....	10	57	4	.....	.....	.....	.....	.....	.....	45	10	1	1
.....	50	50	50	50	50	50	.....	.....	33	116	24	.....	.....	20	9	12	12	30	59	15	11
.....	4	125	125	125	125	125	125	.....	35	20	12	.....	.....	16	9	5	.....	2	7	6	5
.....	2	32	70	6	.....	.....	.....	.....	26	75	8	.....	.....	31	.....	19	.....	58	.....	17	.....
.....	10	40	102	153	40	.....	.....	.....	8	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	7	21	21	12	9	.....	.....	.....	40	6	35	1	.....	6	1	.....	.....	11	3	.....	.....
.....	42	42	12	11	25	25	3	.....	14	42	7	.....	.....	21	4	.....	.....	10	7	.....	.....
.....	31	54	54	20	15	15	.....	.....	12	39	9	.....	.....	15	.....	.....	.....	39	.....	.....	.....
.....	1	75	75	10	.....	.....	.....	.....	19	75	3	12	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	60	59	20	.....	.....	4	.....	.....	4	56	2	.....	.....	.....	2	5	.....	.....	.....	.....	.....
.....	2	21	62	40	19	.....	.....	.....	9	23	3	.....	.....	.....	2	.....	.....	53	1	2	.....
.....	28	33	34	5	.....	18	.....	.....	20	23	4	.....	.....	18	21	5	2	7	5	5	6
.....	3	22	155	155	105	105	35	35	17	58	13	.....	.....	11	.....	.....	.....	44	8	6	.....
.....	2	10	55	55	18	9	16	.....	130	135	32	.....	.....	31	11	.....	.....	3	3	.....	.....
.....	4	49	49	4	.....	.....	.....	.....	22	24	1	.....	.....	14	10	.....	.....	13	9	2	.....
.....	60	68	68	34	22	63	34	.....	29	2	77	.....	.....	7	9	26	.....	8	9	9	1
213	1895	6656	7306	2029	1522	1516	1142	216	2585	232	5059	1007	372	.....	.....	.....	.....	.....	.....	.....	.....
651	717	5981	6631	.....	.....	.....	.....	144	2850	.....	6658	769	434	.....	.....	.....	.....	.....	.....	.....	.....
978	675	675	675	.....	.....	.....	.....	72	232	399	238	62	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE H.—The

HIGH SCHOOLS.	SCHOOL-HOUSE.					Schools under United Boards.	Year when School was first opened.	Number of Maps in School.	Number of Globes in School.
	Brick, Stone or Frame.	When Built.	Freehold, Leased or Rented.	Size of Play Ground.	Estimated Value of School-house and Site.				
Alexandria	Frame	1865	Rented	1/2 acre	400		1866	14	2
Arnprior	Frame	1862	Rented	Street		1	1864	11	
Barrie	Brick	1850	Freehold	4 acres	2500		1843	11	2
Beamsville	Brick	1857	Freehold	2 acres	2500	1	1850	10	
Belleville	Stone	1851	Freehold	1 1/2 acres	6000	1	1840	8	1
Berlin	Frame	1851	Rented	1/2 acre	1000		1855	11	
Bowmanville	Brick		Freehold			1		50	3
Bradford	Burnt	1860					1860	9	2
Brampton	Brick	1855	Freehold	1 acre	6000	1	1856	29	2
Brantford	Brick	1868	Freehold	3/5 acre	2000		1867	41	1
Brighton	Brick	1860	Freehold	1/2 acre	1500		1861	7	1
Brockville	Stone	1855	Freehold	1/2 acre	16000	1	1818	83	2
Caledonia	Brick	1866	Freehold	2 acres	6000	1	1856	40	2
Carleton Place	Stone	1870	Freehold	1 acre	7000	1	1854	6	
Cayuga	Town Hall	1862					1862	15	
Chatham	Brick		Freehold	1 acre				25	
Clinton	Brick	1869	Rented	1 acre	9000		1866	12	
Cobourg	Brick	1821	Leased	Common			1867	16	
Colborne	Brick	1859	Freehold	1 acre	2000	1	1857	12	
Collingwood	Frame	1857	Leased	1/16 acre	600		1859	10	
Cornwall		1866					1866	20	
Drummondville	Frame	1833	Freehold	2 acres	4000		1856	24	
Dundas	Brick	1855	Freehold			1	1855	14	
Dunnville	Brick	1870	Rented	1/2 acre	5000		1869	11	
Elora	Stone	1864	Freehold	2 1/2 acres	1000		1851	30	
Farmersville	Stone	1860	Freehold	1 acre	6000	1	1860		
Fergus		1865					1865		
Fonthill	Frame	1863	Rented				1864	25	
Galt	Stone	1852	Freehold	7 acres	15000		1852	39	
Gananoque	Stone	1859	Freehold	1/2 acre				12	
Goderich	Brick	1841		1/2 acre	800		1841	20	
Grimsby	Frame	1859	Freehold		700		1857	14	
Guelph	Stone	1849	Freehold	4 acres	2000	1	1841	20	
Hamilton	Stone	1866	Freehold	1/2 acre	9100	1		17	
Ingersoll	Brick		Freehold			1		15	
Iroquois	Stone	1846	Leased	1 acre	4000		1846	12	
Kemptville	Stone	1842	Freehold	1/2 acre	300		1842	16	
Kincardine	Frame	1861	Freehold	2 1/2 acres	500	1	1859	30	
Kingston	Stone		Freehold	1 1/2 acres	7000		1791	27	
Lindsay	Brick	1861	Freehold	5 acres	10500	1	1854	12	
London	Brick	1849	Freehold	5 acres	16880	1	1834	36	
L'Orignal	Stone	1852	Freehold	1 acre	1000		1822	20	
Manilla	Frame	1864	Freehold	1/2 acre	600	1	1864	12	
Markham	Frame	1858	Freehold	1 1/2 acres	1400		1858	7	
Metcalfe	Frame	1863	Rented	1/2 acre	1000	1	1863	10	
Milton	Frame	1857	Rented	1/2 acre	1000		1856	20	
Morrisburgh	Brick	1861	Freehold	1 acre	6000		1865	8	
Mount Pleasant	Concrete	1848	Freehold	1/2 acre	2000		1860	20	
Napanee	Brick	1865	Freehold	2 acres	15000		1850	19	
Newburgh	Stone	1854	Freehold	1 1/2 acres	4000	1	1844	8	
Newcastle	Brick	1859	Freehold	1 acre	4000	1	1859	6	
Newmarket	Brick	1852	Freehold	1/2 acre	1500		1853	42	
Niagara	Stone		Rented	1/2 acre			1828	10	
Norwood	Brick	1854					1854	16	
Oakville	Brick	1852	Freehold	3 acres	2600	1	1854	66	
Oakwood	Frame	1857	Freehold	1/2 acre	600	1	1858	2	

High Schools.

Estimated Value of Library Books, Maps, and Furniture.	Schools in which the Bible is read.	Schools in which there are daily Prayers.	Number of Pupils matriculated at any University.	Number of Pupils who entered Mercantile Life.	Number of Pupils who became occupied with Agriculture.	Number of Pupils who joined any Learned Profession.	Number who left for other Occupations.	Number of Masters engaged.	Head Masters and their Universities.
3									Zachary C. McCormick, B.A., Toronto.
		1	3	2	2	2	10	2	W. C. Middleton, B.A., Toronto.
	1	1		5	4	1	5	2	H. B. Spotton, M.A., Toronto.
100	1	1		4	2	1	12	2	John Henderson, B.A., Toronto.
200	1	1		4	1	1	6	2	Alexander Burdon, Edinburgh.
120	1	1		7	18			3	J. W. Connor, B.A., Toronto.
		1	1	4	9		14	1	T. McF. Macintyre, M.A., Albert.
		1	1	2		6	12	2	Robt. Dobson, Certificate.
	1	1	1	4	2	8		1	Geo. H. Robinson, M.A., Toronto.
	1	1	1	10	5	1	5	1	David Ormiston, B.A., Toronto.
300	1	1		5		1		1	Rev. W. J. Sargent, A.B., Dublin.
50		1	1	4		2	4	3	L. Hamilton Evans, B.A., Trinity.
100	1	1		5	3	4	11	1	W. M. Elliott, M.A., Victoria.
100	1	1						1	Irvin Stuart, B.A., Queen's.
325	1			5	6	4	21	2	L. G. Morgan, B.A., Trinity.
100		1		5	6	4	4	2	W. H. Ballard, B.A., Toronto.
	1	1	7	4				1	James Turnbull, B.A., Toronto.
600	1	1	1				3	1	Rev. James Roy, M.A., Victoria.
	1	1	1	2		1	2	2	Alexander Murray, A.M., Aberdeen.
								1	W. M. Nichol, B.A., Toronto.
200	1	1		5	7		4	1	James Y. Cameron, A.M., Queen's.
		1	4	7	1	4	7	2	John Seath, B.A., Queen's, Ireland.
100	1	1		3		1	5	1	C. W. Colter, A.B., New Brunswick.
	1	1	2	3	7		2	1	William K. Shortt, B.A., Dublin.
15	1	1	2	3	15		6	1	J. W. Raveill, B.A., Victoria.
		1	3					1	J. E. Burgess, B.A., Queen's.
	1	1	2	10	9	3	2	1	Henry De La Matter, Certificate.
800		1	4	11	2	8	12	12	William Tassie, M.A., LL.D., Toronto.
		1						1	J. Lawton Bradbury, M.A., Trinity.
		1						2	Hugh J. Strang, B.A., Toronto.
170	1	1		2	3	2	3	2	Daniel Campbell, Certificate.
200	1	1	2					2	J. Murison Dunn, B.A., LL.D., Toronto.
1000		1	3	46	8	9	18	5	J. M. Buchan, M.A., Toronto.
75			2	7	10	5	8	2	E. Stone Wiggins, B.A., Albert.
200	1	1	2	20	40	4		2	William A. Whitney, M.A., Victoria.
		1						1	James Christie, A.M., Aberdeen.
100	1	1		12		1	6	1	James Thomson, B.A., Queen's.
400	1	1	7	12	3	1	10	4	Samuel Woods, M.A., Toronto.
	1	1	1					1	Alfred Mitchell Lafferty, M.A., Toronto.
2750	1	1	35	2	1	28		6	Rev. Benjamin Bayly, A.B., Dublin.
170		1	3	2	1	9		1	Finlay Ferguson Macnab, B.A., Queen's.
	1	1	3	10	3			1	J. D. O'Meara, B.A., Toronto.
500	1	1	1	6	3			1	James H. Hughes, M.A., Toronto.
	1	1						1	Charles Wesley Stickle, M.A., Victoria.
50	1	1	1		3			1	Nelson Burns, B.A., Toronto.
500			2	5	1	7	7	1	Peter Campbell McGregor, B.A., Queen's.
	1	1		2	5	6	8	1	William Wilkinson, M.A. Victoria.
800		1	15	10	4			4	John Campbell, M.A.
100	1	1	3			18	1	2	A. McClatchie, M.A., Victoria.
80	1	1	6	6		12		1	W. W. Tamblin, M.A., Toronto.
1000		1	3	7		10		1	William R. Nason, B.A., Toronto.
		1	1	4				1	Charles Camidge, Certificate.
			3	6		7		1	John Moore, B.A.
400	1	1	5	3		10		1	Rev. William Lumsden, M.A., Victoria.
25		1	1	3	3			1	Alexander Sim, M.A., Aberdeen.

TABLE H.—The

HIGH SCHOOLS.	SCHOOL-HOUSE.					Schools under United Boards.	Year when School was first opened.	Number of Maps in School.	Number of Globes in School.
	Brick, Stone or Frame.	When Built.	Freehold, Leased or Rented.	Size of Play Ground.	Estimated Value of School-house and Site.				
Omamee.....	Frame	1859	Freehold	1/2 acre	\$ 1600	1	1860	17	1
Orangeville.....	Frame	1865					1865	20	1
Osborne.....	Stone	1866	Freehold	1/2 acre	1250	1	1865	14	1
Oshawa.....	Brick	1850	Freehold	1/2 acre	6000	1	1856	20	3
Ottawa.....	Frame	1861	Rented	None			1843	27	2
Owen Sound.....	Stone	1859 } 1870 }	Freehold	1/2 acre	12000	1	1858	25	2
Pakenham.....	Frame	1864	Freehold			1	1864	12	1
Paris.....						1		15	
Pembroke.....	Frame	1863	Freehold			1	1863	7	2
Perth.....	Stone	1853	Freehold	1 acre	3000	1	1830	2	
Peterborough.....	Brick	1830	Freehold	2 acres	30000	1	1860	36	
Picton.....	Brick	1852	Freehold	1 acre	5000	1	1852	15	
Port Dover.....	Brick	1856	Freehold	1 acre	5000	1	1856	9	
Port Hope.....	Brick	1867	Freehold	1/2 acre	15000	1	1856	22	
Port Perry.....	Brick		Freehold	1/2 acre		1	1868	8	
Port Rowan.....	Frame	1857	Freehold	1 acre	1800	1	1863	15	
Prescott.....	Brick	1867	Freehold	2 acres	8000	1	1845	20	
Renfrew.....	Frame	1856	Freehold		1000	1	1859	12	
Richmond.....	Frame		Freehold	1 acre	1000	1	1846	6	
Richmond Hill.....	Frame	1853	Freehold	1 acre	1200	1	1852	13	
Sarnia.....	Brick	1856	Freehold	1 1/2 acres	8000	1	1844	10	
Scotland.....	Frame	1867	Freehold	1 acre	3000	1	1857	4	
Simcoe.....	Brick	1858	Freehold	1 acre	10000	1	1831	26	2
Smith's Falls.....	Stone	1871	Freehold	1 acre	10000	1	1844	12	3
Smithville.....	Frame	1863	Freehold	1/2 acre	600		1863	8	2
Stirling.....	Frame	1867	Freehold	1/2 acre	1600	1	1853	8	
Stratford.....	Brick	1855	Freehold	1 acre	5500	1	1856	19	1
Strathroy.....	Brick	1866	Freehold			1	1860	24	2
Streetville.....	Brick	1847	Freehold			1		10	2
St. Catharines.....	Brick	1829	Freehold	1/2 acre	8000		1829	13	1
St. Marys.....	Stone	1858	Freehold	1 acre	6000	1	1861	24	1
St. Thomas.....	Brick	1840	Freehold	1 1/2 acres		1	1853	9	3
Thorold.....	Frame		Rented	1/2 acre	2000	1	1859	12	
Toronto.....	Brick	1871	Freehold				1808	7	
Trenton.....	Frame	1866	Freehold	1/2 acre	500	1	1866	9	1
Uxbridge.....	Frame	1855	Leased	None	1000	1	1855	20	1
Vankleekhill.....	Brick		Freehold	1/2 acre	400		1848	5	1
Vienna.....	Brick	1859					1850	25	2
Wardsville.....	Brick	1859	Freehold	1 1/2 acres	2000	1	1860		
Waterdown.....	Stone	1856	Freehold	3 acres	5000	1	1857	18	2
Welland.....	Brick	1870	Freehold	1 acre	1200	1	1857	14	1
Weston.....	Brick	1858	Freehold	1/2 acre	3200		1857		
Whitby.....	Brick	1846	Freehold	1/2 acre	4000	1	1846	20	
Williamstown.....	Brick	1859	Freehold		2400	1	1828	13	
Windsor.....	Brick	1858	Freehold			1	1854	12	2
Woodstock.....	Brick	1849	Freehold	1 acre	3200		1843	11	1
Total, 1871.....						60		1628	44
" 1870.....						62		1712	28
Increase.....									16
Decrease.....						2		84	

High Schools.

Estimated Value of Library Books, Maps and Furniture.	Schools in which the Bible is read.	Schools in which there are daily Prayers.	Number of Pupils matriculated at any University.	Number of Pupils who entered Mercantile Life.	Number of Pupils who became occupied with Agriculture.	Number of Pupils who joined any Learned Profession.	Number who left for other Occupations.	Number of Masters engaged.	Head Masters and their Universities.
\$ 100	1			9	11	14		1	John Shaw, <i>Certificate</i> .
30	1			3	4	2	9	1	Alexander Carlyle, B.A., <i>Toronto</i> .
500	1	1		10	6		6	1	P. L. Dorland, B.A., <i>Albert</i> .
600	1	1	1	9		2	10	2	Alfred Baker, B.A., <i>Toronto</i> .
500	1	1		8	12	1	24	5	John Thorburn, M.A.
60		1			2	4		2	Henry De La Matter, <i>Certificate</i> .
	1	1		6	4	3			Abraham Devitt, M.A., <i>Victoria</i> .
600	1	1		2	1	1		2	J. W. Acres, B.A., <i>Trinity</i> .
	1	1		20		10		1	James Smith, M.A., <i>Aberdeen</i> .
150	1	1	1	40	30	5	25	2	H. H. Ross, M.A., <i>Toronto</i> .
200	1	1			3	1	3	6	James B. Dixon, M.A., <i>Wesleyan</i> .
125	1	1			5	2	1	3	Edward T. Crowle, A.M.
125	1	1	1	3				1	James Lumsden, M.A., <i>Aberdeen</i> .
300		1	2	18		2		3	Adam Purslow, <i>Certificate</i> .
700	1	1		5	2	1		1	J. R. Yeomans, <i>Victoria</i> .
700	1	1	1	3		5	4	1	John Read Teefy, B.A., <i>Toronto</i> .
70	1	1		2				1	M. McPherson, B.A., <i>Victoria</i> .
500	1	1		4				1	Robert George Scott, B.A., <i>Toronto</i> .
	1	1		6				1	Henry Edward Maberly, B.A., <i>Dublin</i> .
	1	1		8				1	James Crozier, B.A., <i>Toronto</i> .
500		1		4	3	3		1	William Sinclair, B.A., <i>Toronto</i> .
400		1		15	3	4	4	1	John D. Clow, B.A., <i>McGill</i> .
250	1	1	1	5	5	2	22	2	Dion Cornelius Sullivan, LL.B., <i>Toronto</i> .
100	1	1		3	8	6	36	1	W. Taylor Briggs, B.A., <i>Trinity</i> .
	1	1	1	21		5	10	1	William Cruickshank, A.M., <i>Aberdeen</i> .
550	1	1		2			9	1	John Nicolson Muir, B.A., <i>McGill</i> .
	1	1						1	C. J. Macgregor, M.A., <i>Toronto</i> .
	1	1						1	R. W. Young, <i>Certificate</i> .
		1			4		5	1	William Malloy, B.A., <i>Toronto</i> .
200	1	1		3	3	1	3	4	J. Howard Hunter, M.A., <i>Toronto</i> .
400	1	1		3		1	2	1	William Tytler, B.A., <i>Toronto</i> .
	1	1	3	2	9			2	Rev. George Grant, B.A., <i>Toronto</i> .
1000	1		8	14	1	15	7	2	Henry Barry Houghton, B.A., <i>Dublin</i> .
200		1	4	2	10	4	18	4	Rev. Arthur Wickson, LL.D., <i>Toronto</i> .
120	1	1		2	1	1	2	1	Henry M. Hicks, B.A., <i>Toronto</i> .
								1	William Dale, B.A., <i>Toronto</i> .
								1	Andrew Agnew, B.A., <i>Queen's</i> .
								2	E. M. Bigg, M.A., <i>Toronto</i> .
								1	John McCabe, LL.B., <i>Victoria</i> .
								1	G. R. Shepard, B.A., <i>Albert</i> .
								2	William Alner, B.A., <i>Toronto</i> .
								1	John Somerville, M.A., <i>Toronto</i> .
								4	S. Arthur Marling, M.A., <i>Toronto</i> .
								1	Alexander Jamieson, B.A., <i>Queen's</i> .
								1	James Johnston, M.A., <i>Toronto</i> .
								2	George Strauchon, <i>Edinburgh</i> .
56	56	87	78	567	388	222	532	174	
60	60	88	81						
	4	1	3						

TABLE I.—Certain Results of Meteorological Observation

OBSERVERS:—*Pembroke*—James Smith, Esq., M.A.; *Cornwall*—James H. Coyne, Esq., B.A.; *Barrie*—H. J. Strang, Esq., B.A.; *Stratford*—C. J. Macgregor, Esq., M.A.; *Hamilton*—A. Macallum, Esq., M.A.

	PEMBROKE.	CORNWALL.	BARRIE.	PETERBOROUGH.
BAROMETER.				
<i>Corrected to 32°, and approximately reduced to sea level.</i>				
ANNUAL MEAN PRESSURE {				
at 7 A.M..	29.7539	29.9320	29.5041	29.9117
at 1 P.M..	29.7111	29.8929	29.3930	29.8749
at 9 P.M..	29.7227	29.9105	29.5171	29.9161
Mean.....	29.7292	29.9118	29.4714	29.9009
Highest pressure	30.627	30.833	30.439	30.6667
Date of highest pressure	January 25.	January 25.	January 25.	January 25.
Highest monthly mean pressure	29.9513	30.1375	29.7816	30.0461
Month of highest mean pressure	January.	January.	January.	January.
Lowest monthly mean pressure	29.6043	29.795	29.1977	29.7573
Month of lowest mean pressure	June.	April.	July.	April.
Lowest pressure.....	28.942	28.904	28.714	28.949
Date of lowest pressure	February 18.	February 18.	June 6.	February 18.
TEMPERATURE.				
ANNUAL MEANS {				
at 7 A.M.	32.94	38.80	41.82	38.22
at 1 P.M.	44.24	48.01	50.30	49.23
at 9 P.M.	37.52	40.55	40.76	39.69
Mean.....	38.23	42.55	44.29	42.61
Mean maximum	50.60	51.67	55.58	53.89
Mean minimum.....	28.21	31.67	31.52	25.03
Mean range.....	22.39	20.00	24.06	28.86
Greatest daily range.....	52.90	50.6	54.2	47.5
Day of greatest range	February 22.	January 23.	December 20.	May 25.
Least daily range	2.2	3.2	4.6	6.5
Day of least range	March 12.	November 16.	November 21.	March 15.
Highest temperature	96.0	89.8	94.4	93.7
Day of highest temperature	June 1.	August 14.	August 4.	August 3.
Lowest temperature.....	—45.0	—24.7	—31.6	—38.5
Day of lowest temperature.....	January 23.	January 23.	December 21.	December 21.
Warmest month.....	August.	August.	August.	August.
Mean temperature of warmest month	64.48	68.68	69.28	68.51
Coldest month	January.	January.	December.	December.
Mean temperature of coldest month	4.22	10.27	17.59	14.45
Warmest day	June 2.	July 13.	July 13.	July 14.
Mean temperature of warmest day	77.87	79.03	80.67	79.
Coldest day	January 23.	January 23.	January 23.	January 23.
Mean temperature of coldest day.....	30.7	—20.0	—10.43	—16.03
TENSION OF VAPOUR.				
ANNUAL MEANS {				
at 7 A.M. ....	.212	.292	.256	.231
at 1 P.M. ....	.228	.408	.277	.251
at 9 P.M. ....	.224	.308	.248	.233
Mean.....	.221	.336	.261	.238
Highest monthly mean tension .....	.436	.674	.468	.448
Month of highest mean tension	July.	August.	August.	August.
Lowest monthly mean tension .....	.063	.078	.098	.079
Month of lowest mean tension	Jan. and Dec.	January.	December.	December.
HUMIDITY.				
ANNUAL MEANS {				
at 7 A.M.	84	92	81	78
at 1 P.M.	65	92	69	61
at 9 P.M.	78	92	83	78
Mean.....	76	92	78	72
Highest monthly mean humidity	90	96	93	83
Month of highest mean humidity	December.	June.	December.	January.
Lowest monthly mean humidity	57	82	63	59
Month of lowest mean humidity.....	May.	January.	July.	May.

at ten High School Stations for the year 1871.

B. Spotton, Esq., M.A.; *Peterborough*—Ivan O'Beirne, Esq.; *Belleville*—A. Burdon, Esq.; *Goderich*—Hugh Simcoe—Dion C. Sullivan, Esq., LL.B.; *Windsor*—J. Johnston, Esq., B.A.

BELLEVILLE.	GODERICH.	STRATFORD.	HAMILTON.	SIMCOE.	WINDSOR.
29-9606 29-9626 29-9615 29-9649 30-763 January 25. 30-1311 January. 29-6258 April. 29-063 February 18.	29-9315 29-9236 29-9276 29-9277 30-608 January 25. 30-0628 September. 29-8696 March. 29-136 February 18.	29-8886 29-8713 29-8865 29-8821 30-483 January 25. 29-054 February. 29-7231 April. 29-064 February 18.	29-9400 29-9200 29-9315 29-9305 30-675 January 25. 30-0701 January. 29-760 April. 29-043 February 18.	29-983 29-595 29-599 29-610 30-552 January 25. 29-8270 September. 29-3619 April. 28-761 February 18.	29-9670 29-9624 29-9761 29-9722 30-562 January 25. 30-0986 September. 29-8005 April. 29-252 February 17.
40-11 48-66 43-31 44-02 52-75 33-56 19-19 38-4 May. 4-8 March 22. 88-3 July 14. -29-8 December 21. August. 69-72 January. 15-41 August 4. 79-60 December 21. -17-80	42-98 48-32 44-0 45-09 53-17 35-12 18-05 37-9 May. 4-5 January 20. 90-7 June 2. -11-8 February 5. August. 66-42 December. 21-65 June 2. 80-17 December 20. 0-63	39-23 48-09 41-53 42-95 51-54 32-93 18-61 39-3 August. 2-6 November 10. 86-6 August 14 & 15. -16-4 December 21. August. 65-41 December. 17-74 June 2. 75-53 December 21. -3-70	43-08 52-30 43-28 46-22 57-64 32-37 25-27 55-5 May. 6-4 March 15. 99- August 4. -18- December 21. August. 70-60 December. 21-40 August 4. 81-5 December 21. -0-2	42-90 52-48 44-38 46-59 56-41 36-39 20-02 38-8 October. 3-9 January 20. 90-4 August 14. -12-8 December 21. August. 69-25 December. 21-82 May 30. 79-13 December 20. -4-06	44-49 54-19 45-86 48-18 57-61 37-66 19-95 47-3 October. 4-2 March 11. 98-7 August 15. -19-3 December 21. August. 71-12 December. 21-19 August 15. 84-07 December 20. -1-53
262 303 284 283 522 August. 097 Jan. and Dec.	269 298 276 281 507 August. 100 December.	247 268 253 256 473 August. 096 December.	278 294 271 281 526 August. 104 December.	271 326 284 293 509 August. 101 December.	277 289 282 283 538 August. 107 December.
84 74 82 80 89 February. 71 August.	81 74 80 78 91 October. 69 May.	85 68 81 78 90 December. 64 May.	80 65 79 75 80 January. 70 July.	83 71 80 79 86 Feby. and Sept. 71 August.	79 61 79 73 86 December. 63 May.

TABLE I

	PEMBROKE.	CORNWALL.	BARRIE.	REBOROUGH.
AMOUNT OF CLOUDINESS.				
ANNUAL MEANS { at 7 A.M.	6.7	5.1	6.0	5.65
{ at 1 P.M.	7.0	6.0	6.7	6.43
{ at 9 P.M.	5.7	4.9	5.0	5.10
{ Mean.....	6.5	5.3	5.9	5.73
Highest monthly mean cloudiness ..	7.7	6.8	8.7	7.74
Month of highest mean cloudiness ..	Nov. and Dec.	November.	December.	January.
Lowest monthly mean cloudiness.....	4.9	3.9	4.1	4.0
Month of lowest mean cloudiness.....	August.	Aug. and Sept.	July.	August.
RAIN AND SNOW.				
Number of rainy days	95.	70	77.	77.
Duration in hours and minutes	379.39	.....	.....	536.41.
Depth in inches	18.1299	.....	13.2917	21.678
Number of snowy days	86.	30	72.	53.
Duration in hours and minutes	600.10	Report imperfect	117.125	403.28
Depth in inches	100.408	.....	.....	78.45
Total depth of rain and melted snow..	28.1707	.....	25.0042	29.523
Month of greatest precipitation	July.	.....	December.	November.
Depth	3.8183	.....	3.3500	3.614
Month of least precipitation	May.	.....	July.	May.
Depth	1.0916	.....	.6759	1.308

Continued.

BELLEVILLE.	GODERICH.	STRATFORD.	HAMILTON.	SIMCOE.	WINDSOR.
5.29	6.82	6.0	5.6	5.4	5.8
5.29	6.59	6.6	6.9	5.2	6.5
4.91	5.76	5.1	4.7	5.1	5.1
5.16	6.40	5.9	5.7	5.2	5.8
7.16	9.34	8.7	8.0	8.7	8.5
January.	December.	January.	January.	December.	January.
2.97	4.13	3.5	3.4	2.5	3.2
May.	May.	May.	July.	May.	October.
88.	90.	82.	79.	78.	67.
279.	334.8	432.55	304.30	584.	277.30
21.235	17.8991	19.6461	26.3421	28.4330	16.8097
43.	74.	60.	36.	41.	34.
133.5	319.5	353.45	137.20	474.	97.
83.5	95.6	111.4	52.02	57.25	72.05
29.585	27.4591	30.7861	31.5716	34.1580	24.0147
January.	December.	December.	March.	March.	December.
4.204	4.2965	5.4983	5.9135	5.1184	3.3644
July.	October.	October.	October.	February.	October.
1.427	.6276	1.3493	0.6238	0.6840	0.7079

ABSTRACT No. 4.—LIST OF CERTIFICATES AWARDED BY THE COUNTY AND CITY BOARDS OF EXAMINERS.—Continued.

COUNTIES.	JULY EXAMINATIONS.				DECEMBER EXAMINATIONS.			
	SECOND CLASS.		THIRD CLASS.		SECOND CLASS.		THIRD CLASS.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Northumberland								
Durham			7	9	7		18	11
Peterborough			3	6	1		13	11
Victoria					3		11	25
Ontario	1		19	12	2	3	16	8
York	3		7	5	43	32	29	37
Peel	1		2		4		5	3
Simcoe	1		12		9	1	35	17
Haldimand	2		4	1	1		6	6
Wentworth			4	5	3		7	3
Brant			2	3	3		2	4
Lincoln	1		7	4	1	1	8	8
Welland					2		7	9
Haldimand	2				2		3	7
Norfolk			3	11			1	
Oxford	2		6	2	3	2	16	17
Waterloo	1		5	5	2		13	5
Wellington	1		17	6	2		22	19
Grey	2		25	2	4	1	30	19
Perth	5		12	8	4	2	21	13
Huron	3		27	9	8		19	18
Bruce	3	1	8	3	3	1	12	3
Middlesex	7	4	19	17	8	1	12	10
Elgin	1	1	6	9	3	5	11	17
Kent	1	1	1	2	6		14	27
Lambton	1		5	6	1	1	9	16
Essex			6	7	1		14	8
Toronto								
Hamilton				1		3		3
Kingston								
London								
Ottawa			1		2	5	1	6
						1		8
Total	54	10	279	275	150	67	456	511

TABLE L.—The other Educational Institutions of Ontario.

	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	Number of Colleges.	Number of Students.	Annual Income or Legis- lative Aid.	Amount received from Fees.	Number of Academies & Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total number of Col- leges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legisla- tive aid.
			\$ cts.	\$ cts.					\$ cts.			\$ cts.
Total Counties.....					114	1820	9	128	11411 00	114	1820	11411 00
“ Cities	11	1320	115000 00	42000 00	68	2263	11	119	54000 00	79	3583	211000 00
“ Towns	5	610	44000 00	11000 00	59	1418	11	89	17450 00	64	2028	72450 00
“ Villages					44	1010	11	56	7901 00	44	1010	7901 00
Grand Total, 1871	16	1930	159000 00	53000 00	285	6511	11	392	90762 00	301	8441	302762 00
“ “ 1870	16	1930	159000 00	53000 00	284	6562	11	373	85852 00	300	8492	297852 00
Increase.....					1			19	4910 00	1		4910 00
Decrease						51					51	

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT
DURING THE YEAR.

COUNTIES AND NAMES OF PUBLIC SCHOOL LIBRARIES.		MONEYS.			Total Number of Volumes supplied.
		Amount of Local Ap- propriation.	Amount of Legislative Apportion- ment.	Value of Books sent.	
<i>Dundas :</i>		\$ cts.	\$ cts.	\$ cts.	
	Williamsburgh, No. 13.....	17 00	17 00	34 00	59
<i>Russell :</i>					
	Cumberland, No. 3 and 7, U. S. S.....	20 00	20 00	40 00	59
<i>Lanark :</i>					
	Dalhousie, Sherbrooke, N. and L'Avant, Tps....	30 33	30 33	60 66	76
	Ramsay, No. 16.....	5 00	5 00	10 00	22
<i>Frontenac :</i>					
	Olden, " 1.....	7 09	7 00	14 00	37
<i>Prince Edward :</i>					
	County Teachers' Association.....	17 00	17 00	34 00	50
	Ameliasburgh, No. 6.....	35 00	35 00	70 00	106
	Hallowell, " 13.....	20 00	20 00	40 00	41
<i>Northumberland :</i>					
	Percy, " 5.....	10 00	10 00	20 00	47
<i>Durham :</i>					
	Clarke, " 5.....	12 00	12 00	24 00	34
	Darlington, " 10.....	11 00	11 00	22 00	32
<i>Peterborough :</i>					
	Dummer, " 4.....	10 00	10 00	20 00	44
<i>Victoria :</i>					
	Somerville, " 8.....	15 00	15 00	30 00	54
<i>Ontario :</i>					
	Thorah, Township,	20 00	20 00	40 00	45
	Uxbridge, P. S.	25 00	25 00	50 00	84
<i>York :</i>					
	Markham, No. 8.....	53 64½	53 64½	107 29	116
	York, " 1.....	20 00	20 00	40 00	57
	Do " 21, R. C. S. S.....	7 18	7 18	14 36	20
<i>Simcoe :</i>					
	Mono, " 5.....	35 00	35 00	70 00	96
<i>Halton :</i>					
	Esquesing, " 12.....	50 00	50 00	100 00	112
	Nelson, " 10.....	50 00	50 00	100 00	151
<i>Wentworth :</i>					
	Barton, " 6.....	35 00	35 00	70 00	194
	Do " 7.....	5 00	5 00	10 00	17
<i>Brant :</i>					
	Dumfries, South, No. 14.....	36 88	36 88	73 76	82
<i>Welland :</i>					
	Humberstone, No. 2.....	20 00	20 00	40 00	103
<i>Oxford :</i>					
	Zorra, East, " 11.....	16 75	16 75	33 50	42
<i>Waterloo :</i>					
	Waterloo, " 12.....	50 00	50 00	100 00	125
<i>Wellington :</i>					
	Garafraxa, " 1.....	10 00	10 00	20 00	34
	Guelph, " 4.....	34 00	34 00	68 00	82
	Minto, " 2.....	50 45	50 45	100 90	131
	Peel, " 9.....	10 00	10 00	20 00	37
<i>Grey :</i>					
	Collingwood, No. 13.....	10 00	10 00	20 00	34
	Egremont, " 9.....	5 00	5 00	10 00	16
	Glenelg, " 4.....	7 00	7 00	14 00	37
	Keppel, " 5.....	38 28	38 28	76 56	103
	Sydenham, " 5.....	13 00	13 00	26 00	41
<i>Perth :</i>					
	Mornington, No. 1.....	20 00	20 00	40 00	71
	Do, " 5.....	15 00	15 00	30 00	41

TABLE M.—STATEMENT No. 1.—The Free Public Libraries of Ontario.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT,
DURING THE YEAR

COUNTIES AND NAMES OF PUBLIC SCHOOL LIBRARIES.			MONEYS.			Total Number of Volumes supplied.
			Amount of Local Ap- propriation.	Amount of Legislative Apportion- ment.	Value of Books sent	
<i>Huron :</i>			\$ cts.	\$ cts.	\$ cts.	
	Ashfield,	No. 12	5 00	5 00	10 00	18
	McKillop,	" 2	29 00	29 00	58 00	76
<i>Bruce :</i>						
	Kincardine,	" 1	15 00	15 00	30 00	86
<i>Middlesex :</i>						
	McGillivray	" 5	7 00	7 00	14 00	31
	Do	" 6	5 25	5 25	10 50	13
<i>Elgin :</i>						
	Dunwich,	" 2	50 00	50 00	100 00	148
<i>Lambton :</i>						
	Dawn,	" 3	20 00	20 00	40 00	53
	Euphemia,	" 5	41 00	41 00	82 00	139
	Sombra,	" 13	25 00	25 00	50 00	82
<i>Essex :</i>						
	Sandwich, West, No. 5		40 00	40 00	80 00	125
<i>Cities :</i>						
	Toronto, R. C. S. S.		57 40½	57 40½	114 81	184
	Hamilton, P. S.		50 00	50 00	100 00	151
<i>Towns :</i>						
	Belleville Deaf and Dumb Institute		106 00	106 00	212 00	241
	Lindsay, R. C. S. S.		10 36	10 36	20 72	28
	Simcoe, U. S.		21 00	21 00	42 00	59
<i>Villages :</i>						
	Garden Island, P. S.		200 00	200 00	400 00	506
	Mount Forest, "		50 00	50 00	100 00	153
	Newcastle, U. S.		9 11	9 11	18 22	28
	New Hamburg, P. S.		30 50	30 50	61 00	95
	Vienna, U. S.		32 00	32 00	64 00	78
Total			1650 14	1650 14	3300 28	4825

TABLE M.—STATEMENT No. 2.—The Free Public Libraries of Ontario.

COUNTIES.	THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATION DEPARTMENT.										OTHER PUBLIC LIBRARIES.				TOTAL.	
	MONEYS.										Sunday School Libraries.		Other Public Libraries.		Total School and Public Libraries in Ontario.	
	Amount of Local Appropriation	Amount of Legislative Appropriation	Value of Books sent in former years.	Total Value of Books sent.	No. of Libraries exclusive of sub-divisions.	Total number of volumes in Libraries.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.
Glengarry			\$ cts.	\$ cts.	\$ cts.	\$ cts.					9	1090			12	1740
Stormont											16	1480			22	3015
Dundas	17 00	17 00	34 00	601 22	4	1225					2	333			41	4874
Prescott				820 00	6	1505					26	3268			34	7314
Russell	20 00	20 00	40 00	1031 05	5	1329					10	3676			16	3029
Carleton				1973 02	15	4069					27	3478			44	7867
Grenville				888 00	6	1840					29	3924			36	6343
Leeds				1523 10	21	2731					69	6667			93	9733
Lanark	35 33	35 33	70 66	5254 46	43	10014					30	7000			129	22514
Renfrew				1599 72	19	3017					35	2225			57	6092
Frontenac	7 00	7 00	14 00	894 77	11	1615					45	4147			59	6712
Addington				685 00	3	1045					48	5435			59	9016
Lennox				720 00	2	1556					3	900			74	8411
Prince Edward	72 00	72 00	144 00	1489 00	18	2880					53	4631			96	13325
Hastings				2851 54	22	5407					71	6961			128	20819
Northumberland	10 00	10 00	20 00	4362 26	35	8768					87	9471			93	11439
Durham	23 00	23 00	46 00	1646 07	25	3616					65	7393			67	11531
Peterborough	10 00	10 00	20 00	3373 56	27	7062					34	3150			97	7946
Victoria	15 00	15 00	30 00	620 24	47	3693					47	3313			91	20533
Ontario	45 00	45 00	90 00	6313 12	31	9347					54	8286			253	40258
York	80 82½	80 82½	161 65	9110 04	77	15935					113	18678			132	21535
Peel				4671 22	54	8208					75	12647			137	17019
Simcoe	35 00	35 00	70 00	4532 21	48	8220					82	6643			74	13709
Halen	100 00	100 00	200 00	1949 94	17	2963					46	7630			110	18689
Wentworth	40 00	40 00	80 00	2094 80	19	4501					82	10722			74	12823
Brant	36 88	36 88	73 76	1063 50	16	2452					56	7695			82	14218
Lincoln				2718 80	24	4700					55	6818			83	10850
Welland	20 00	20 00	40 00	1004 00	13	2055					68	6995			86	13260
Haldimand				3201 10	33	5596					50	5265			110	11065
Norfolk				1540 96	31	2678					84	7187				

TABLE M.—STATEMENT No. 3.—The Free Public Libraries of Ontario.

The following is a Statement of the number and classification of Public Library and Prize Books sent out from the Depository of the Ontario Educational Department, from 1853 to 1871, inclusive.

Number of Volumes sent out during the year :	Total Library Books.	History.	Zoology and Physi- ology.	Botany.	Phænomena.	Physical Science.	Geology.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chem- istry.	Practical Agriculture.	Literature.	Voyages.	Biography.	Tales and Sketches Practical Life.	Fiction.	Teachers' Library.	Prize Books.	Grand Total, Library and Prize Books.
1853	21922	4158	1602	287	906	526	234	940	132	192	807	2694	1141	2917	5178	.....	208	.....	21922
1854	66711	10633	5532	1030	2172	1351	636	4780	629	321	3235	5764	4350	6393	19307	.....	578	.....	66711
1855	28659	5475	2053	318	558	663	200	1808	207	76	1452	3361	2926	3081	6049	.....	432	.....	28659
1856	13669	2498	652	118	397	287	77	660	55	31	418	1523	1019	1844	3832	.....	258	.....	13669
1857	29833	5293	1763	321	632	817	195	1729	134	67	1257	2391	2253	3516	9219	.....	244	.....	32390
1858	7587	1567	503	86	152	98	61	276	27	2	186	713	843	744	2245	.....	84	.....	15632
1859	9308	1670	551	136	209	192	130	432	87	18	300	1169	714	1127	2401	.....	172	.....	21307
1860	9072	1561	475	144	223	200	100	526	61	17	339	852	797	1115	2520	.....	142	.....	29256
1861	6488	1273	302	59	101	72	64	223	36	2	172	601	760	880	1826	.....	117	.....	33419
1862	5599	927	244	45	89	45	75	211	45	24	165	412	661	830	1766	.....	112	.....	33859
1863	6274	707	304	42	97	80	67	282	26	6	202	547	652	964	2286	.....	112	.....	39164
1864	3361	552	140	11	47	38	28	134	7	.....	87	321	290	451	1198	.....	57	.....	36742
1865	3862	611	168	20	62	53	26	131	3	.....	110	328	534	553	1225	.....	58	.....	44460
1866	6856	1144	217	56	125	81	55	282	26	19	291	652	776	784	2200	.....	148	.....	48483
1867	5426	1003	125	20	78	65	15	189	7	.....	118	524	595	650	1971	.....	66	.....	65727
1868	6573	1106	214	39	86	51	42	195	26	.....	132	554	979	736	2211	.....	52	.....	69529
1869	6428	1148	268	51	96	91	35	198	18	19	162	499	1172	882	1237	.....	60	.....	61288
1870	5024	865	162	28	68	64	36	156	14	.....	159	367	527	610	1542	.....	52	.....	61085
1871	4825	830	152	12	46	41	35	145	18	1	149	366	581	524	1591	.....	37	.....	60655
Totals	247397	43023	15427	2823	6154	4813	2112	13297	1558	795	9741	29538	21570	28501	69744	1312	2989	563969	811366

Deduct Volumes returned for Exchange, &c.

616

Volumes sent to Mechanics' Institutes and Sunday Schools, not included in the above

810760

16867

Grand Total, Library Books and Prizes, despatched up to 31st December, 1871.

827617

Table shewing the value of Articles sent out from the Education Depository during the years 1851 to 1871 inclusive.

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at catalogue prices without any apportionment from the Legislative Grant.	Total value of Library, Prize and School Books, Maps and apparatus despatched.
	Public School Library Books.	Maps, Apparatus & Prize Books.		
	£	£	£	£
1851			1414	1414
1852			2981	2981
1853			4233	4233
1854	51376		5514	56890
1855	9947	4655	4389	18991
1856	7205	9320	5726	22251
1857	16200	18118	6452	40770
1858	3982	11810	6972	22764
1859	5805	11905	6679	24389
1860	5289	16832	5416	27537
1861	4081	16251	4894	25229
1862	3273	16194	4844	24311
1863	4022	15887	3461	23370
1864	1931	17260	4454	23645
1865	2400	20224	3818	26442
1866	4375	27114	4172	35661
1867	3404	28270	7419	39093
1868	4420	25923	4793	35136
1869	4655	24475	5678	34808
1870	3396	28810	6175	38381
1871	3300	30076	8138	41514

TABLE N.—Summary shewing Total Number of Maps, Apparatus and Prize Books supplied by the Education Department from 1855 to 1871 inclusive.

YEARS.	MONEY.			MAPS OF :										APPARATUS.			Object Lessons.	Prize Books.
	Local Contributions.	Legislative Appor- tionment.	Total	World.	Europe.	Asia.	Africa.	America.	B. N. America and (Canada.	Great Britain and Ireland.	Single Hemisphere.	Classical and Scrip- tural.	Other Charts and Maps.	Globes.	Sets of Apparatus.	Other School Appa- ratus (pieces.)	Historical and other Lessons in sheets.	No. of Volumes.
From 1855 to 1870 inclusive ..	146521 50	146521 50	293043 00	2451	3822	3086	2851	3231	3593	3638	2548	2628	5444	1942	411	14615	154212	503449
1871.....	15038 08	15038 08	30076 16	184	276	239	207	232	323	181	216	144	447	123	43	466	13055	60420
Grand Total from 1855 to 1871	161559 58	161559 58	323119 16	2635	4098	3325	3058	3463	3916	3869	2764	2772	5891	2065	444	15081	167267	563869

TABLE O.—The Superannuated or Worn out Public School Teachers.

NAME.	Age.	Years of Teaching in Ontario.	Amount of Pension.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
6 Donald Currie	83	18	\$ 42 00	\$ 38 00	For the Year 1871.
11 Thomas J. Graffe	64	18	42 00	38 00	
13 James Benton	75	25	58 33	54 33	
15 James Breakenridge	67	32	74 67	70 67	
19 Peter Stewart	88	22	51 33	47 33	
21 John Price	79	24	56 00	52 00	
42 W. R. Thornhill	73	22	51 33	47 33	
45 John Fletcher	62	18	42 00	38 00	
47 John Nowlan	80	24	56 00	52 00	
49 George Reynolds	76	28½	66 50	62 50	
54 Alexander Miller	85	28½	66 50	62 50	
55 John Donald	72	20½	47 84	43 84	
56 Angus McDonell	76	33½	77 17	73 17	
57 James Forde	69	18	42 00	38 00	
60 Gideon Gibson	86	19	44 33	40 33	
63 Donald McDougall	71	14	32 67	28 67	
71 Thomas White	81	23½	55 43	51 43	
72 Rev. Joshua Webster	77	22	51 33	47 33	
73 Norman M'Leod	79	16	37 34	33 34	
78 William Foster	71	22	51 33	47 33	
79 William Glasford	61	18½	43 17	39 17	
82 John Vert	61	21½	50 17	46 17	
83 William Benson	74	23	53 67	49 67	
84 William Kearns	79	25	58 33	54 33	
86 James Leys	79	17	39 67	35 67	
87 John Healy	82	26	60 67	56 67	
88 Hector McRae	75	20	46 67	42 67	
92 Emily Cozens	66	27	63 00	59 00	
93 William Dermott	73	13	30 33	26 33	
96 Walter Hick	83	25	58 33	54 33	
107 Daniel Wing	68	26	60 67	56 67	
110 Martin Devereux	74	23	53 67	49 67	
111 Michael O'Kane	79	20½	47 84	43 84	
114 Alexander Jenkins	77	18	42 00	38 00	
115 Isabella Kennedy	69	22	51 33	47 33	
117 William Miller	85	10	23 33	19 33	
118 Robert Beattie	76	20½	47 84	43 84	
119 John L. Biggar	79	25	58 33	54 33	
120 William Corry	81	17	39 67	35 67	
121 Marianne Ederington	60	20	46 67	42 67	
122 Peter Fitzpatrick	79	23	52 67	48 67	
126 James Kehoe	71	19	44 33	40 33	
128 James McQueen	64	22½	52 50	48 50	
129 John Miskelly	73	12½	29 16	25 16	
132 Nicholas Fagan	77	13	30 34	26 34	
135 Andrew Power	53	17	39 67	35 67	
137 Catharine Snider	62	18	42 00	38 00	
139 John Tucker	78	21	49 00	45 00	
140 John Brown	73	26	60 67	56 67	
141 John Monaghan	67	15	35 00	31 00	
142 Richard Youmans	67	20	46 67	42 67	
144 William Ferguson	71	24	56 00	52 00	
145 Thomas Flanagan	74	20	46 67	42 67	
148 Edward Ryan	80	25	58 33	54 33	
149 Daniel Sheehan	87	20	46 67	42 67	
155 Alexander Middleton	72	20	46 67	42 67	

* The pensioners are subject to a deduction, before payment, of \$4 for annual subscription required by law.

TABLE O.—The Superannuated or Worn out Public School Teachers.

NAME.		Age.	Years of Teaching in Ontario.	Amount of Pensions.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the paymer were made.
				\$ cts.	\$ cts.	
159	Archibald McCormick.....	74	16	37 33	33 33	For the Year 1871.
161	Thomas Baldwin.....	73	13	30 34	26 34	
162	James Bodfish.....	68	20	46 67	42 67	
165	E. Redmond.....	71	32½	75 84	71 84	
166	William Hildyard.....	65	19	44 33	40 33	
169	Mary Richards.....	76	33	77 00	73 00	
170	W. B. P. Williams.....	67	9	15 00	11 00	
171	Julius Ansley.....	67	18	42 00	38 00	
172	Thomas Baker.....	76	19	44 33	40 33	
173	Thomas Buchanan.....	66	20	46 67	42 67	
174	Matthew M. Hutchins.....	64	22	51 33	47 33	
178	Helen McLaren.....	62	21	49 00	45 00	
179	Ralph McCallum.....	62	23	53 67	49 67	
183	William Clarke.....	75	12	28 00	24 00	
184	John Dods.....	66	21	49 00	45 00	
186	P. G. Mulhern.....	71	29	67 67	63 67	
188	Thomas Sanders.....	79	30	70 00	66 00	
190	George Weston.....	73	22½	52 50	48 50	
193	Robert Hamilton.....	78	16	37 34	33 34	
194	John McDonnell.....	71	14	32 67	28 67	
196	Joseph D. Thomson.....	62	14	32 67	28 67	
198	Henry Bartley.....	64	23	53 67	49 67	For the Years 1870-1.
199	John Cameron.....	67	15	35 00	31 00	
200	Melinda Clarke.....	61	15½	36 16	32 16	
201	James Brown.....	66	27½	64 16	60 16	
202	Daniel Callaghan.....	74	30	70 00	132 00	
206	James Robinson.....	56	18	42 00	38 00	
207	Jane Tyndall.....	67	21	49 00	45 00	
208	William Bell.....	70	11	25 00	21 67	
209	William Brown.....	53	13	30 34	26 34	
210	James Armstrong.....	58	25	58 33	54 33	
211	Caroline F. Mozier.....	62	27	63 00	59 00	For the Year 1871.
212	Eliza Barber.....	53	18½	43 17	39 17	
214	James McFarlane.....	65	27	63 00	59 00	
216	J. C. VanEvery.....	68	20	46 66	42 66	
217	Benjamin Woods.....	71	29	67 67	63 67	
218	John Younghusband.....	76	33½	78 17	74 17	
219	William Irvine.....	73	36	84 00	160 00	
220	Angus McGillis.....	59	23	53 67	49 67	
221	Richard Campbell.....	71	31	72 33	68 33	
222	James Mahon.....	61	20	46 66	42 66	
224	Duncan Calder.....	73	25	58 33	54 33	
228	John Douglass.....	76	22	51 33	47 33	
229	Daniel McGill.....	66	28	65 33	61 33	
230	John Lenaten.....	76	12	40 00	36 00	
231	Anna McKay.....	68	18	42 00	38 00	
232	Sidney Russell.....	68	15	35 00	31 00	
233	Patrick Shirreff.....	71	26	60 67	56 67	
234	Robert Jordan.....	76	28	65 33	61 33	
235	David Kee.....	56	17	39 67	35 67	
237	Thomas Dorothea.....	60	34	79 33	75 33	
238	Thomas Whitfield.....	62	32½	75 84	71 84	
239	William Beaton.....	74	16	37 34	33 34	
242	James Briggs.....	60	37	86 33	82 33	
243	James Denman.....	69	37½	87 50	83 50	
244	Adam Gillespie.....	73	24	56 00	52 00	
245	John Graydon.....	67	30	70 00	66 00	
246	Charles Judge.....	61	17	39 67	35 67	
247	John Ross.....	61	22	51 33	47 33	

TABLE C.—The Superannuated or Worn out Public School Teachers.

NAME.	Age.	Years of Teaching in Ontario.	Amount of Pensions.	Amount of cash certified to the Hon. Provincial Treasurer as payable to pensioners from 1st January to 31st December.	Period for which the payments were made.
248 John Roberts	70	16	\$ 37 34	\$ 33 34	For the Year 1871.
249 Alexander Fraser	63	14	32 67	28 67	
251 Mary Crawford	51	15	35 00	31 00	
252 William Lewis	54	22½	52 50	48 50	For the Years 1870-1. For the Year 1871.
253 John Russell	66	36	70 00	66 00	
254 George Wilson	72	20	46 67	42 67	
255 W. P. McGrane	78	38½	89 84	91 20	
256 John Colville	65	17	39 67	35 67	
257 Charles R. Ashbury	64	18	108 00	*68 00	
				6015 88	

NOTE.—In the above table, where the number is omitted, the pensioner is either dead, has resumed teaching, or has withdrawn.

* Pensioners receive, for the first year in which they are placed on the list, an amount at the rate of \$6 per year of service. After the first year they receive a smaller amount, as the fund does not admit of continuing the high rate.

† In addition to the above, \$128 were returned to subscribers withdrawing from the fund.

TABLE O.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.		NATIVES OF	
Glengarry.....	16	Simcoe.....	12	Church of England.....	81
Stormont.....	11	Halton.....	3	Presbyterian.....	68
Dundas.....	7	Wentworth.....	8	Church of Rome.....	40
Prescott.....	6	Brant.....	3	Methodist.....	35
Carleton.....	12	Lincoln.....	8	Baptist.....	8
Grenville.....	10	Welland.....	4	Congregationalist.....	2
Leeds.....	14	Haldimand.....	1	"Protestant".....	2
Lanark.....	21	Norfolk.....	4	Universalist.....	2
Renfrew.....	2	Oxford.....	3	Society of Friends.....	1
Frontenac.....	7	Wellington.....	8	Christian Disciple.....	1
Addington.....	4	Grey.....	2	Second Advent.....	1
Prince Edward.....	6	Perth.....	2	Not given.....	10
Hastings.....	7	Huron.....	7	Total.....	257
Northumberland.....	8	Bruce.....	1		
Durham.....	3	Middlesex.....	6		
Peterborough.....	8	Elgin.....	4		
Victoria.....	6	Kent.....	5		
Ontario.....	5	Lambton.....	1		
York.....	11	Essex.....	3		
Peel.....	8				
Total.....	257				

Of the 257 Teachers admitted to the Fund, 133 either died during or before 1871, were not heard from, resumed teaching, or withdrew from the Fund.

Of the remaining 124, the average length of service as Public School Teachers in Ontario was 22 years.

The average age of each pensioner in 1871 was 68 years.

Of the 257 Teachers admitted to the Fund, there have been 244 males and 13 females.

TABLE P.—Educational Summary for Ontario.

MUNICIPALITIES.	PUBLIC SCHOOLS.			HIGH SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.				Total Amount Available for Educational Purposes.
	No. of Public Schools.	No. of Pupils.	Amount expended for Public School purposes.	No. of High Schools.	No. of High School Pupils.	Amount expended for High School purposes.	No. of other Educational Institutions.	No. of their Pupils.	Amount received by other Educational Institutions.	Amount expended for Superintending, Teachers, etc.	Total No. of Educational Institutions.	Total No. of Pupils attending them.	Total amount expended for educational purposes.	
Glenagry	76	5268	11141 71	2	78	1068 84	4	121	1582 00	345 00	82	5467	14135 55	16341 69
Stormont	74	5211	14683 77	1	33	829 00	1	160	247 00	106 00	76	5404	15955 77	18177 15
Dundas	77	8229	17466 69	2	170	1598 74	1			186 00	79	6399	19261 43	21226 16
Prescott	76	4052	10847 26	2	92	1820 19				110 00	78	4142	12777 45	14620 12
Russell	30	1923	5794 93	2	24	700 50					31	1947	6486 43	8399 55
Carleton	125	7803	28517 85	2	69	1101 12	5	34	496 00	358 00	132	7906	30472 97	36347 04
Grenville	89	6510	19673 95	2	122	1695 26	3	27	225 00	245 00	94	6559	21839 21	24287 37
Leeds	160	10237	41246 09	3	175	3817 25	2	39	671 00	291 00	165	10451	46045 34	53245 45
Lanark	124	8228	30792 00	4	235	4051 90	2	6	218 00	249 88	130	8459	35311 78	42024 52
Renfrew	104	6316	21981 68	3	110	1996 38	2	34	192 00	207 00	109	6460	24377 06	30681 69
Frontenac	130	7399	23528 11				3	13	126 00	311 00	133	7412	23965 11	26783 92
Addington	111	7495	28406 51	2	328	4227 19	4	128	209 00	186 00	117	7951	33038 70	36932 16
Lennox	85	5849	28356 83	1	101	2969 26	2	60	492 00	207 00	88	6010	32025 09	34239 36
Prince Edward	130	12541	44288 25	3	188	3552 77	8	321	2490 00	119 00	161	13080	72860 02	81356 06
Hastings	114	10760	47973 85	3	333	5844 43	15	496	34627 00	225 00	132	11589	88670 28	94469 09
Northumberland	100	10137	39871 56	3	249	5599 04	6	81	1320 00	90 00	109	10487	46880 60	52218 78
Durham	94	8288	35006 21	2	283	5064 35	6	79	928 00	131 00	102	8650	41129 56	46535 85
Peterborough	111	9546	34630 27	3	173	2538 03	1	28	617 00	115 00	115	9747	37900 30	45460 95
Victoria	116	13465	49331 96	5	302	7533 00	8	128	784 00	75 00	129	13855	57823 96	63378 13
Ontario	150	17089	73225 46	4	233	4401 95	14	350	2818 00	205 00	168	17672	80650 41	90453 53
York	78	7760	34713 77	2	163	1947 93	6	36	213 00	171 00	86	7940	37045 70	40631 48
Peel	78	7760	34713 77	2	163	1947 93	6	36	213 00	171 00	86	7940	37045 70	40631 48
Simcoe	176	17434	60243 19	3	148	3064 62	5	70	302 00	142 00	184	17652	63751 81	73318 72
Haldimand	64	6331	30916 51	2	107	1975 37	5	80	321 00	74 00	141	6708	33286 88	36253 50
Wentworth	80	8701	37401 78	2	176	2708 70	5	82	1118 00	119 00	87	8959	41348 48	45964 95
Brant	67	8420	40320 96	4	220	4307 43	9	210	1694 00	200 00	80	8850	46552 39	51768 24
Lincoln	78	7754	44207 27	5	370	7525 62	4	80	810 00	100 00	87	8204	52842 89	64953 77
Welland	91	7207	33313 83	4	259	4710 19	2	85	275 00	86 00	97	7651	36389 62	46335 40
Haldimand	81	7144	24597 90	3	118	2593 75	2	55	196 00	90 00	86	7317	27473 65	34918 09

TABLE Q.—A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Universities, Colleges, Academies, Private, High, Public, Normal and Model Schools, from the year 1842 to 1871, inclusive, compiled from Returns in the Education Department.

No.	SUBJECTS COMPARED.	1842	1843	1844	1845	1846	1847	1848
1	Population of Ontario	486055		183539	202913	204580	230975	241102
2	Population between the ages of five and sixteen years	141143		5	5	5	6	6
3	Colleges in operation	5		25	31	32	32	33
4	County High Schools	44		60	65	80	96	117
5	Academies and Private Schools reported							
6	Normal and Model Schools for Ontario							
7	Total Public Schools in operation as reported	1721		2610	2736	2589	2727	2800
8	Total Roman Catholic Separate Schools							
9	Free Schools reported in operation (included in No. 7, above)	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
10	Grand Total Educational Establishments in operation in Ontario	1795		2700	2837	2706	2863	2958
11	Total Students attending Colleges and Universities	No Reports.		No Reports.	No Reports.	No Reports.	700	740
12	Total Pupils attending County High Schools	"		"	"	"	1000	1115
13	Total Pupils attending Academies and Private Schools	"		"	"	"	1831	2345
14	Total Students and Pupils attending Normal and Model Schools for Ontario	"		"	"	"		266
15	Total Pupils attending the Public Schools of Ontario	65978		96756	110002	101912	124829	130739
16	Total Pupils attending the Roman Catholic Separate Schools							
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, High, Private, Normal, Model and Public Schools	65978		96756	110002	101912	124829	130739
18	Total amount paid for the Salaries of Public and Separate School Teachers in Ontario	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276
19	Total amount paid for the erection or repairs of Public and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.	No Reports.
20	Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus	"		"	"	"	"	"
21	Total amount paid for High School Masters' Salaries	"		"	"	"	"	"
22	Total amount paid for the erection or repairs of High School Houses	"		"	"	"	"	"
23	Amount received by other Educational Institutions, &c.	"		"	"	"	"	"
24	Grand Total paid for Educational purposes in Ontario	"		"	"	"	"	"
25	Total Public School Teachers in Ontario				2860	2925	3028	3177
26	Total Male do do						2365	2507
27	Total Female do do						663	670
28	Average number of months each Public School has been kept open by a qualified Teacher, including legal holidays			73	8	8½	8½	9

No Reports for this year were received in consequence of a change in the School Law.

TABLE Q.—Continued.

	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858	1859
12											
1											
2	253364	259258	950551	262755	268887	277912	297623	311316	324888	360678	365045
3	7	7	7	8	8	9	10	12	12	12	13
4	33	57	54	64	64	64	65	61	72	75	81
5	157	224	175	181	186	206	307	267	276	301	321
6	2	2	2	3	3	3	3	3	3	4	4
7	2871	3059	2985	2992	3093	3200	3284	3391	3631	3772	3848
8			16	18	32	44	41	81	100	94	105
9	No Report.	252	855	901	1052	1117	1211	1263	1707	1936	2315
10	3076	3349	3239	3262	3386	3526	3710	3815	4094	4258	4372
11	773	684	632	751	756	806	1100	1335	1335	1335	1373
12	1120	2070	2191	2343	3221	4287	3728	3386	4073	4459	4381
13	3648	4663	4657	5684	4440	5473	7534	6220	6823	6372	6182
14	400	370	356	645	735	622	643	772	746	777	718
15	138465	151891	168159	179587	194736	204168	222979	243835	262673	283692	288598
16							4885	7210	9901	9901	12994
17	144406	159678	175895	189010	203988	215356	240917	262858	285314	306626	314246
18	\$53912	\$453716	\$391308	\$428048	\$489764	\$578988	\$680108	\$779890	\$860232	\$777616	\$855925
19	No Report.	\$56756	\$77336	\$100366	\$128072	\$175472	\$219164	\$238428	\$351926	\$265519	\$250721
20		\$10472	\$468644	\$528314	\$617836	\$704340	\$899272	\$1078108	\$1212158	\$1043135	\$1110046
21	No Report.		Included in other Educational Institutions.				\$46255	\$47669	\$37552	\$52940	\$61564
22	"	"					\$5711	\$8311	\$10708	\$2868	\$7830
23	"	"					\$204754	\$192014	\$214849	\$229979	\$210042
24	"	"	\$131536	\$147956	\$150104	\$174016	\$204754	\$1325092	\$1496267	\$1318922	\$1389582
25			\$599680	\$677270	\$767940	\$928556	\$1155992	\$3659	4083	4272	4235
26	3209	3476	3277	3538	3539	3539	3565	3659	2787	2965	3115
27	2505	2697	2551	2641	2601	2608	2568	2622	1237	1237	1120
28	704	779	726	847	938	1031	997	1067	10	104	104
29	9.1	9.1	94	9.1	93	93	94	10			

TABLE Q.—Concluded.

No.	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	1870	1871
1.	1396091		403302	412367	424565	426757	431819	447726	464315	470400	483946	1620851
2.	373589	13	13	16	16	16	16	16	16	16	16	16
3.	13	86	91	95	96	104	104	102	101	101	101	102
4.	86	337	342	340	267	260	298	312	282	279	284	285
5.	305	4	4	3	3	3	3	3	3	3	3	3
6.	4											
7.	3854	3910	3995	4013	4077	4151	4222	4261	4316	4359	4403	4438
8.	109	109	109	120	147	152	157	161	162	165	163	160
9.	2903	2903	3111	3228	3459	3585	3741	3838	3886	4131	4244	*
10.	4379	4459	4554	4587	4596	4686	4800	4855	4882	4923	4970	5004
11.	1373	1373	1373	1820	1820	1820	1820	1820	1820	1820	1820	1820
12.	4546	4765	4982	5352	5589	5754	5179	5696	5649	6008	7351	7490
13.	6408	7361	6784	6653	5718	5965	6462	6743	6655	6392	6562	6511
14.	700	700	700	700	700	800	800	800	800	800	800	800
15.	301104	316287	329033	344949	354330	365552	372320	382719	393305	411746	421866	425126
16.	14708	13631	14700	15859	17365	18101	18575	18924	20394	20684	20652	21200
17.	328839	344117	357572	375333	385323	397992	405266	416812	434833	448160	459161	463067
18.	\$963591	\$918113	\$959776	\$987555	\$996966	\$1041052	\$1063880	\$1093516	\$11446543	\$1176166	\$1222881	\$1191476
19.	\$284183	\$273305	\$272217	\$266892	\$283462	\$314837	\$320353	\$379672	\$441891	\$449730	\$489380	\$611618
20.	\$1159774	\$1191418	\$1231993	\$1254447	\$1285318	\$1355879	\$1387433	\$1473188	\$1588434	\$1624896	\$1712061	\$1803294
21.	\$64005	\$71034	\$73211	\$76121	\$75854	\$81562	\$87055	\$94820	\$95848	\$97009	\$105153	\$113862
22.	\$6037	\$1234	\$7502	\$3470	\$6139	\$5251	\$17653	\$19190	\$10267	\$7378	\$20390	\$24164
23.	\$218632	\$209421	\$2252534	\$287768	\$269668	\$274514	\$328065	\$332825	\$332650	\$330500	\$336107	\$356374
24.	\$1448448	\$1476107	\$1535240	\$1621806	\$1639979	\$1717206	\$1820005	\$1920023	\$2027199	\$2059783	\$2173711	\$2297694
25.	4281	4338	4406	4504	4625	4731	4789	4890	4996	5054	5165	5306
26.	3100	3031	3115	3094	3011	2930	2925	2849	2777	2775	2753	2641
27.	1181	1201	1291	1410	1614	1791	1864	2041	2219	2279	2412	2665
28.	104	104	104	104	111	111	111	111	114	114	114	114

NOTE.—Balances due, but not collected, were included until 1883, but from that date Nos. 18, 19, 20, 21, 22 and 24 represent actual payments only. If we add to the Grand Total [24] the unexpended balances, we should have an available sum of \$2,629,570 for Educational purposes during 1871, and for 1870, \$2,414,056, the increase in 1871 being 215,513.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete, but since that period they have been sufficiently so to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning from the Public School up to the University; but hitherto the sources of information regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of all our Educational Institutions—Primary, Intermediate and Superior.

* The Public Schools are now all free by Law.

PART III.

APPENDICES.

1871.

APPENDICES TO THE ANNUAL REPORT
OF THE
NORMAL, MODEL,
HIGH AND PUBLIC SCHOOLS
IN ONTARIO,
FOR THE YEAR 1871.

APPENDIX A.

REPORT AND SUGGESTIONS WITH RESPECT TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO, FOR THE YEAR 1871, BY THE REV. J. G. D. MACKENZIE, M.A., AND JAMES A. MCLELLAN, ESQ., M.A., LL.B., INSPECTORS OF HIGH SCHOOLS.

To the Reverend Egerton Ryerson, D.D., LL.D., Chief Superintendent of Education for Ontario.

REVEREND SIR,—Having sent in to the Department our semi-annual reports, more or less in detail, of the results of our inspection of the High Schools and Collegiate Institutes during the past year, we have the honour to submit the usual Annual summary of our remarks and suggestions.

CLASSICS AND ENGLISH.

The heavy yoke of compulsory Latin having been taken from the necks of our youthful population, on the memorable 15th of February, 1871, there was, of course, a numerous exodus from the region of "qualifying" classics, the girls, especially, effecting a speedy migration into the more congenial English sphere. Yet the abandonment of classical study has been by no means so general as might have been anticipated, under more or less of violent reaction after unnatural constraint. Perhaps the greater difficulties of the English course, with its much larger quantum of science, have saved some copies of the Introductory Book and Reader from being consigned to dust and oblivion; but we may hope that those who have taken the classical course, when free to do otherwise, mean work, and will, many of them, do work which shall help to redeem the ancient classics in this Province from any unmerited prejudice that may still exist against them. A powerful stimulus is about to be applied in ~~the~~ ^{the} ~~the~~ ^{the} ent.—the stimulus of merit recognized and rewarded; of inefficiency and ~~fall~~ ^{pecuniary} loss. On the classics, as on every other subject, this must exert a quicker ^{influence}. Masters will be inspired with an honourable emulation; and even pupils may be brought to feel that upon their

personal exertions depend, in large measure, the prestige and the very resources of their school. Classes will be kept more on the *qui vive*; the blunders they make will have a special gravity, and call for special vigilance on the master's part. Even in rural parts we may hope that no toleration will be extended—as we know unhappily that toleration has been extended—to such specimens of Virgilian astronomy as “Jupiter fastening the stars over the kingdoms of Lybia”—“*Lybiæ defixit lumina regnis*,” and even, if in rural parts Latin should die out, we shall not be greatly afflicted if we can only get the mother tongue to thrive. Already there has been improvement in quarters where laxity was the order of the day—more of thoroughness and accuracy; more of accidence, less of Anthon. Still there are weak points. We should be glad to see grammar, for example, more systematically studied as an independent subject, not limited to what is suggested by the text that is being read. We are not of those who consider versifying as one of the highest exercises of the human intellect, and have no desire to perpetuate here the undue attention which, under the old training, was usually given to it; but we cannot refrain from expressing our great regret that the faculty of writing Latin prose is possessed in so small a degree by the pupils of our High Schools. As a general rule, even Arnold's book is by no means mastered; but little, for the most part, is done in it, and that little not well done; whilst the attempt to deal with a translated extract from Cicero—the translation being extremely literal—has proved, with very few exceptions, a failure.

In the study of the mother-tongue progress has unquestionably been made. There is more of dexterity, not perhaps in quoting, but in applying the rules of grammar; there is more of accuracy in spelling. The Inspector, amongst some four or five distinct exercises in English, exacts a letter to be written, quite impromptu, in the school, and in his presence. Not a few of these compositions are most creditable—easy, graceful, and natural—the girls usually taking the lead.

READING.

Whilst in some of the schools great attention is paid to the most important subject of Reading, and the scientific method of teaching it is successfully pursued, in many others a lamentable deficiency must be reported. In not a few schools it is almost entirely neglected, no place being assigned to it in the programme of weekly exercises. In many others it occupies altogether a subordinate position, and forms only incidentally a part of the school work; as, for example, when a class in History or English Literature is to recite, its members are permitted, before recitation, to “go over” the lesson as an exercise in reading; and in only a few schools is it *taught* with a true regard to scientific principles, and with a full appreciation of its worth as a means of culture. It seems to be taken for granted that it is essentially a public school subject, and that it is so well taught as to relieve the High Schools of all responsibility in the matter, especially when there are so many other departments in the prescribed course which seem to be practically of higher importance. This is certainly a grave mistake. Even if the Public Schools were to do their work as efficiently as possible, it is the function of the High Schools to complete what the humbler institutions may have well begun. Many children leave the Public Schools at so early an age, that they cannot have become good readers in the true sense of the word; and therefore to perfect them in this rare and valuable accomplishment is a duty as commanding as any that pertains to the High Schools. And if it is the business of the latter to improve upon what is excellent in the teaching of the former, they certainly cannot escape the obligation to remedy what is defective. Now, reading, as well as many other branches, has not been generally taught with a high degree of efficiency. Its value as a means of cultivation of the vocal organs, and as a discipline of the intellect and heart, has not been generally recognized. And while arithmetic and some other subjects have had their enthusiastic teachers and admirers, reading has been considered as comparatively unimportant; at least few have been so thoughtful as to “do it reverence.” The cultivation of the vocal organs ought to begin when the child begins to speak; it certainly should be kept constantly in view when the child begins to read. At quite an early age a thorough mastery of the difficult sounds of the language, and the *habit* of distinct enunciation, are to be acquired, as well as flexibility of voice and facility of utterance. To this end *thorough teaching* is required. A student may become tolerably proficient in arithmetic and algebra, with but little instruction; but in order to become a

good reader the aid of a capable and thorough teacher is indispensable. The pupil must *hear* a correct enunciation of the consonant and vowel sounds, to be able by practice to acquire it for himself; he must *hear* the teacher give these sounds in a clear, full and melodious tone of voice, in order to become completely master of a similar clearness, and fulness, and melody of tone; he must *hear* these sounds given again and again with an endless variety of pitch, and force, and inflection, in order to make thoroughly his own like habits of distinct enunciation and readiness of utterance.

That these things *are* heard in the generality of public schools none will be found to affirm. On the contrary, the monotone of the primary school-rooms, where most careful attention and exquisite skill are essential to the right cultivation of the plastic organs of speech, and their accessories—the hard, metallic tone, the imperfect enunciation, the utter inflexibility of voice, have become proverbial.

It seems to be considered that, since the easy sentences of the primary reading books are not the vehicles of *what* is brilliant in thought, or touching in pathos, there is little or nothing to be done but to *make* the child familiar with the *forms* of words and approximately familiar with their *sounds*. But even such sentences as: "Ben and Fan are at tea—Ned has a new bow, it is *made* of yew, he ran off to-day to try and get a few nuts," have their meaning; they can be read with some degree of *naturalness*; they may be made subservient, since they are in general arranged with special reference to this important end—to that invaluable cultivation of the vocal organs to which reference has been made. In consequence of inattention to this most important matter in the primary schools, *habits of imperfect speech* are formed, which are almost ineradicable, which assuredly can be eradicated only by the most painstaking and persevering efforts in the more advanced classes of the Public Schools, and in the High Schools. Speaking generally, such efforts have not been made, partly because the masters, especially in the High Schools, have had too much work to do, but chiefly, it is thought, because the importance of this interesting branch of education has not been fully appreciated. The exercise of reading, instead of being made—what it might easily be made—interesting, profitable, and attractive, is too often a dry routine, as irksome to the teacher as it is profitless to the pupils; the aim of all concerned seems to be to dispose of the repulsive task as quickly as possible. The "teacher" may, indeed, call attention to a mispronunciation or a neglected pause; or may mildly suggest that the reading is too rapid and indistinct, or not sufficiently expressive; he may even formally state some of the characteristics of good reading, but after all, little real effort is made to improve the style of reading.

It is not enough that the teacher should *speak* of faulty enunciation; he must show his pupils what correct enunciation is, and drill them into its attainment. It is not enough to censure in general terms rapid reading; he must show them the effect of a better style and make them strive to secure it. He may occupy half an hour urging the necessity of "reading with intelligence and expression;" but five minutes spent in showing them by example what such reading really is, would be much more interesting, and infinitely more profitable to the pupils. For the way to good reading, like that to virtue, and many other things, is "long by precept, but short by example." But it is not enough that the exercise of reading should be made a means for the cultivation of the vocal organs; it should be made an instrument for the discipline of the intellect and the emotions. Hence care should be taken that the lesson is thoroughly comprehended—instead of which it is too frequently the inelegant and mechanical utterance of unmeaning sounds. If the subject of the lesson is *argumentative*, let the pupils fully perceive the cogency of the argument and comprehend the value of the truth it establishes. If it is *poetic*, let them be made to appreciate its moral as well as its artistic beauties. If it involves the pathetic, let it be so read that it cannot fail to have an influence on the affections. And thus truth for the intellect, beauty for the imagination, and pathos for the heart, shall combine their influence in the formation of a character at once of beauty and of power. It has been said that the Americans are, as a nation, deficient in melody of speech—"that music of the phrase, that clear, flowing, and decided sound of the whole sentence, which embraces both tone and accent, and which is only to be learned from the precept and example of an accomplished teacher." The deficiency here mentioned may become a national characteristic of ourselves, unless *reading* attain to a higher place in the estimation of our teachers, and in the work of the school-room. But let the subject be

carefully taught in *all* the classes of the Public Schools ; and let the work thus well begun be heartily carried on by earnest and capable teachers in the High Schools, and we shall perhaps, avoid the squeaking voice, the nasal twang, the soulless expression of beautiful thoughts, the certain legacy of bad teaching, and acquire perfect enunciation, an ease of utterance, a general melody of speech, that will make our language which the cynic poet terms "harsh, whistling, grunting, guttural,"—scarcely less musical than the soft bastard Latin, "whose syllables breathe of the sweet South."

FRENCH AND GERMAN.

German is taught in a few of our High Schools ; French, in all, with one or two exceptions. By far the greater proportion of those pupils who have taken up French, are girls. It is gratifying to observe this growing taste amongst our girls for a graceful and elegant language, so peculiarly a woman's study and accomplishment as French is. It is to be hoped that such works as the "History of Charles XII.," and Corneille's tragedy, "Horace," will come to the aid of a high and pure English literature, in fortifying the minds of our young women against the many publications of the day, that are calculated to turn the heads of young people, and to destroy the charities and joys of the Christian home. We do not doubt that the French which is acquired at our High Schools by the more advanced pupils, will be turned to good account, though we cannot refrain from adding, that it would be none the worse for greater attention to purity of accent.

We hope to be able to report, after the next inspection, a large increase in the numbers studying German.

MATHEMATICS.

We regret to have to state that, with a few gratifying exceptions, the standing of the schools in this Department is rather low. In some cases, perhaps, the Mathematical Teachers, having passed through their University course, and graduated with a minimum of mathematical knowledge, do not possess that thorough mastery of the subject which is essential to successful teaching. In others, again, there seems to be no just appreciation of its value, both as a means of intellectual discipline and as a necessary element in material progress. But the deficiency referred to may, doubtless, be accounted for chiefly by two causes,—the low attainments of the pupils when admitted to the High Schools and the unreasonable amount of work thrown upon the masters. The latter, indeed, may to some extent, be a consequence of the former ; but we are of the opinion that, even if the standard for admission were strictly maintained, it would still be impossible for one master to perform, efficiently, all the work required at his hand, and raise his school to that state of excellence which alone can justly entitle it to the name of High School. Much less can it be expected that so desirable a result can be attained to under the system which has hitherto prevailed, of crowding pupils into the High Schools who should have remained years longer in the Public Schools.

We regard, therefore, the appointment of an Assistant Teacher in each of the schools in which but one master has been employed, as absolutely necessary, if the High Schools are to accomplish the purpose for which they have been instituted.

With this additional assistance, we can venture to predict a rapid increase in the efficiency of the schools—a more thorough and satisfactory training in all the Departments of the prescribed course, including Mathematics. We should like, however, to see somewhat more enthusiasm among our teachers of Mathematical science—a living consciousness of its worth as an instrument of Education. There was a time when far too much was claimed for it by its worshippers—when it alone was deemed an all-sufficient means for the harmonious evolution of the intellectual powers. This over-zealous assertion of its exclusive merits provoked a reaction—a "counter-exaggeration"—the influence of which has not yet passed away. Without adopting the extreme opinions of the Mathematical enthusiast, it might easily be shown that, *when properly taught*, Mathematics cultivate and develop, to a high degree, the powers of memory, abstraction, and generalization—that they familiarize the mind with the forms of strict logical inference, and impart habits of accuracy in the use of language, caution in the admission of premises, ingenuity in analysis and comparison, and power of continuity of thought—and are, therefore, entitled

to a prominent place in every system of liberal education. Their value as a logical exercise of mind is very great. They make the mind familiar with the characteristics of sound reasoning, and arm it with sagacity to discover the fallacies most likely to ensnare it. However valuable logic itself may be as the science of the necessary laws of thought, its full utility is realised only in the practical application of its principles. The mere mastery of the formal laws of thought is not sufficient; there must be *exercise*, or practice, in the processes which the mind must follow in all correct reasoning. Logic may unfold the characteristics of the laws of thought, and thence deduce the necessary conditions of cogency in reasoning; but the mind can become familiar with these conditions, and *habituated* to their observance, only by practice in their application.

For this purpose Mathematics stand pre-eminent, affording as they do constant exercise in the practical application of logical principles, and, therefore, educating the mind to a sagacity in detecting error, that the mere study of the formal laws of thought cannot impart. Yet it has been said that this science can only educate to a minimum of thought, because its principles and every step in its processes are *self-evident*. Such an assertion could have emanated only from an uncandid critic or a novice in the science. If by *self-evident* principles are meant such as are *passively* received—as the assertion in question implies—then Mathematical principles are *not self-evident*; still less are the propositions which are deduced from its principles, and which themselves become principles in the endless chain of argument by which the science is developed. The fundamental principles of pure Mathematics strike the mind with a conviction of their truth *as soon as they are understood*; and the successive steps in Mathematical demonstration are “equally self-evident,” *as soon as their relation is clearly comprehended*; this is the true meaning of self-evident truths in Mathematical science. But a vigorous exercise of mental power is necessary to comprehend the relations between abstract propositions so *comprehensive*, and to perceive their self-evident nature in their necessity and universality. This is true of pure Mathematics, and still more of applied Mathematics, in which, to the difficult abstractions of pure science, are added new conceptions of physical laws, which increase the complexity of the data, the abstruseness of the connecting propositions, and the consequent laboriousness of the train of reasoning. Is there no energy of thought required to comprehend the successive steps in the sublime Geometry of Newton? The eleventh Section of his Principia “is characterized by a spirit of far-reaching thought, which distinguishes it beyond any other production of the human intellect.” Does it require only a minimum of thought to follow his reasonings, and to fully grasp the fruitfulness of his results? By the application of analysis, the complicated dynamics of the planetary system are brought within reach of the human intellect—do the investigations determine thought to “its feeblest development?” We are, however, extending to too great a length our “plea for Mathematics.” The value of Mathematics, and, in fact, of every other branch, as a means of mental discipline, depends on the mode in which they are taught; and, in this respect, the Mathematical teaching in the High Schools is not all that it should be. Too much is made of rule and formula, and too little of principles.

Let us particularize somewhat. Trigonometry is taught in so few of the schools that it requires no special remark at present. Greater attention is given to Euclid. In the few first-class schools it is taught with an intelligent appreciation of its value in discipline, and of the mode in which it should be taught, in order that this value may be fully realized. But, in many of the schools, the lesson in Geometry is a mere routine—the pupil having no clear ideas of the premises from which he reasons, of the conclusion to be established, and of the true logical processes of the demonstration. The “two invaluable lessons,” which Mill says “we learn from our first studies in Geometry,” are, therefore, certainly not learned. The pupils are not taught to “lay down, in express and clear terms, all the premises from which they intend to reason; and to keep every step in the reasoning distinct and separate from all the other steps,” making “each step safe before proceeding to another step, and expressly stating, at every point of the reasoning, what new premises are introduced,” so that logical *habits* of mind may be formed, and so acute a perception of the form and essence of sound reasoning, that the mind is enabled, instinctively, as it were, to detect the presence of even the most subtle fallacies. Something more should be done than mere book-work, even if the propositions are “gone over” with

some degree of thoroughness. The knowledge acquired should be applied to the solution of independent problems—a course which but few of the schools follow. “Deductions” form no place in too many schools; and in many others the opinion is held and acted upon, that “four Books” should be thoroughly mastered before any attention is given to independent propositions. This is a mistake. Just so soon as a pupil has fairly mastered any of the propositions, he can certainly be taught to exercise his ingenuity upon others, whose solutions depend solely on the application of the principles he has already acquired. By such a course, the propositions themselves would be better understood—by such a course only can the benefits to be derived from Geometry, as an instrument of education, be completely realized. In Arithmetic, we find the pupils, too generally, slaves of rule and formula—not capable of interpreting the formula (which ought to be banished from *Arithmetic*), and perfectly in the dark as to the reasons of the rule. They are quite oblivious of the fact that it has a principle, or, granting that it has, they have not the slightest idea that it concerns them to *know* it. The rule is memorized; it is applied to the solution of questions to which it is supposed to be applicable, from the fact that they are “set under it,” and whose *phraseology* goes far to verify the supposition. And all this is too often not only countenanced, but encouraged, by the teacher, who is sometimes heard to declare that “it is useless to spend time in teaching principles—what our pupils want is, to become *practical* Arithmeticians!” Precisely so. We wish to make them *practical* Arithmeticians, but the slave of *rules* can never be truly practical. He only can be truly practical, whose knowledge is founded on principles which he comprehends, and who has been so trained to habits of analysis, that he is independent of all formal rules. We have found that the rule-taught “practical” boys are not very practical in the solution of a practical question unless they are told what “rule” applies. They apply the rule to the examples under it; they work mechanically; they are mere machines, except as to accuracy; they “manufacture” figures, and the practice may be of some little use as an exercise of the muscles of the fingers; but is absolutely useless as an exercise of mind. Let us give a few examples illustrative of the “practical” teaching. In some of the schools this question was proposed:—“If I give to five boys four dollars each, how much do I give away in all?” Without dwelling on the fact that very few pupils in any of the Schools could work the question in accordance with the principle which it was intended to illustrate, we may state that not a few solved the question “by the Rule of Three.” They gave the answer, \$20. “How did you get it?” “I said, as one boy is to five boys, so is four dollars to the answer!” “But why did you follow that roundabout way of doing it?” “Because ‘tis a question in simple proportion.” In fact, the phraseology suggested the rule. In a very good school, in which the pupils were quite expert in the application of the rule when they *knew what rule to apply*, the following question was given:—“Bought 5225 lbs. of coal at \$7 25 per ton of 2,000 lbs., what was the cost?” None of the class could “find the cost.” The teacher, somewhat chagrined at their failure, said, “If you’ll allow me to state the question, I think they’ll do it.” Assent was, of course, given, and he stated the question thus:—“If 2,000 lbs. of coal cost \$7 25, what will 2,525 lbs. cost.” And the question was soon worked out by several of the class; they had recognized the familiar language of the “Rule of Three,” which was thus made to usurp the place of the simple Rules. In all the schools the following questions, among others, were proposed:—“My purse and money together are worth \$48 60; the money is eleven times the value of the purse: what is the purse worth?” “An army lost one tenth of its number in its first battle, a tenth of its remainder in its second battle, and then had 16,200 men left; how many men formed the army at first?” It will, perhaps, hardly be believed that more than ninety-five per cent. of the pupils in the High Schools failed in the first question, and a much larger percentage failed in the second! Here are some of the records. In a school of 21 pupils neither question solved; in one of 25, neither question; in one of 23, neither; in one of 32, *one* solved the first question; in one of 19, neither question solved; in one of 60, neither solved; in one of 25, neither solved; in one of 92, *one* solved both; in one of 43, *one* solved both; in one of 84, *one* solved the first; in one of 120 (present), ten solved the first, and three the second; in one of 72, five solved the first, and one the second; in one of about 120, twenty-nine solved the first, and one the second.

These questions are certainly not difficult; the first is very easy: but the pupils could

not assign it a place under any of the rules they had learned, and it was therefore to them a very enigma. Yet but few of them had difficulty in following the analysis:—"There is the purse itself?" Yes—"There is the money which is worth eleven purses." Yes—"Both are therefore worth twelve purses." Yes, "thence 12 times purse's worth, is equal to \$48 60, and the purse is worth one-twelfth of that sum, that is, \$4 05." Yes, they could all see that; and all wondered that they "had not thought of that before." The solutions to the second question were few and far between. One master objected to the question as being beyond the province of Arithmetic—as being too Algebraic—and declared that he "would never bring his pupils face to face with such questions!" Yet, the question is not difficult, even for children. At all events, quite a number of very "little fellows" who had barely "got through fractions," were able to fully understand the solution:—"One-tenth of the army having been destroyed in the first battle, there were nine-tenths left." Yes. "One-tenth of that is how much?" Nine hundredths. "Then taking nine hundredths from nine-tenths which is ninety hundredths, what is left?" *Eighty-one* hundredths. "And if 81 hundredths of the army are equal to 16,200, what is *one* hundredth equal to?" *Two hundred*, that is the whole army, is equal to what?" To 100 times 200, or 20,000 men, and they were greatly mortified that a question so easy had proved too much for them. In a few Schools the examination in Arithmetic was excellent, the pupils well trained to think out questions, independently of formal rules, and they therefore answered well questions on principles, and readily solved far more difficult problems than those given above. What has been said concerning Arithmetic, may be applied to Algebra. It is not generally taught as a *science*; there are rules committed to memory; and there is the mechanical application of the rules—this, but nothing more. Let it not be supposed, that we consider the masters wholly to blame for this state of things. They have had more work than they could possibly do, and *do it well*; but if assistance be given them—and this is indispensable—we have no doubt that our next inspection will show a marked and gratifying improvement.

NATURAL SCIENCE.

The value of natural science as a part of a School curriculum, can hardly be over-estimated. The way to truth by reasoning has long been known and followed by not a few; but the way to truth by observation and experiment is a comparatively recent discovery. Indeed this discovery has hardly yet been turned to account; we are disinclined to leave the beaten path—the stereotyped course of study—but we can no longer resist the tendencies of the age, and experimental science must now have a place in every curriculum. Our Schools will be greatly benefited by the change. The introduction of a new study, possessing in itself a rare quickening power, will be found not to task the children beyond their strength, but to give increased power in mastering the branches of the old routine. "There is no intellectual discipline more important than that which these sciences afford; the study, on the one hand of Mathematics and its applications, on the other of experimental science, prepares us for the principal business of the intellect." As these subjects had been but just introduced at the time the Schools were visited, they call for but few remarks. We may, however, be permitted to express a hope, that teachers will bear in mind that these sciences are *experimental*, that habits of observation cannot be cultivated by merely memorizing the facts and principles and classifications given in text-books—that by such a course, these interesting subjects, instead of being in an eminent degree attractive, will become utterly repulsive and lose all their quickening power—that they *can be best taught without text-books*; and that if they are not well taught, they should not be taught at all.

ESTABLISHMENT OF NEW SCHOOLS.

- Many Schools have been established in localities where they were indisputably not needed, and where there is no probability of their being required to do *bona fide* High School work. This premature action is possibly due partly to the existence of an aristocratic feeling on the part of locally prominent men, through which the Public School is looked upon as something "low"—suitable only for the *ignobile vulgus*; partly to a spirit of rivalry, which leads to the demand for a "High School," because a certain town or village

of not greater progressive tendencies has one ; partly because, from the mode of distributing the Grammar School Fund under the old law, "it paid" to have a High School to do Public School work—and partly because there exists a deplorable ignorance of the noble work that can be accomplished by an efficient Public School. Whatever may be the causes, the effects upon national education are simply disastrous. If the School is established through the influence of the few, it has to contend with the perpetual indifference—and sometimes antagonism—of the many. If it is opened in conformity with the popular voice, the Public School is almost destroyed, in the attempt to keep up a High School, which, in spite of such attempts, remains what it was at its beginning—a mere abortion. It is not too much to say that High Schools have been opened in places which cannot, or at all events which do not, maintain a *decent* Public School. The result is that the Public School is *bad*, and the so-called High School *considered even as a Public School is worse* ; we say considered as a *Public School* ; in fact, it can be said without exaggeration, that only by a very liberal exercise of the imagination, can such Schools be regarded as even fair Public Schools. From what we have seen, we know that High Schools have been established ever since the new Act came into operation, in localities which *had not*, and *have not now*, made due provision for the wants of their Public Schools, and which are in fact violating the Public School Law, through an inability or an unwillingness to provide the requisite number of teachers to do the Public School work. In one of the places referred to—which had paved the way for the establishment of a "High School," by *dismissing one of its Public School teachers*—we found 100, 90, and 75 pupils respectively, in the three divisions of the Public School ! Imagine a girl of seventeen years of age, in charge of 100 pupils in the "infant" class ! And yet this village "felt it must have a High School," and it has one ! Since this tendency to establish High Schools is rife among us, we would respectfully suggest that no such School should be permitted in any place that has not a *thoroughly efficient Public School*. No man in his senses will say that a High School ought to be opened where there is not such a Public School. Let a thorough inspection of the Public Schools of every place that asks for a High School be specially made by the High School Inspectors, or by other authorities, and let the request be not complied with, whenever it is found that a good Public School is not maintained ; for assuredly, any locality that is too mean-spirited to establish and maintain a good Public School cannot be expected to equip and maintain an efficient High School.

QUALIFICATIONS OF HIGH SCHOOL TEACHERS.

We had intended to make a few remarks on this topic, but must be content with a bare reference to it. It is the opinion of not a few, that, as a University degree is no indication as to a man's ability as a *teacher*, some additional qualification should be demanded—some evidence that, in addition to scholarship, there is a knowledge of school organisation, methods of discipline, government, modes of teaching, &c. Something of this kind seems to be necessary. The striping fresh from his college halls is placed on a level with the experienced teacher, too often thinking that, having taken honours in languages or science, he consequently knows all about the work of the arduous profession upon which he has entered. Could lectures on "Pedagogy" be delivered in the Universities for the benefit of those intending to teach ? Or could provision be made for giving such instruction in the Normal Schools ?

ADMISSION OF PUPILS TO THE HIGH SCHOOLS.

The examination and admission of pupils is elementary work, but it is very important work. It virtually decides whether the Public School has done its part, and in what condition the High School ought to receive those who are to be the recipients of the higher instruction it has to communicate. The experience of years has taught on this head lessons of great value, which our educational authorities have not failed to turn to good account ; and so distinct and positive has this teaching been, that there is perhaps no feature of our school system in which we are more directly led to safe and sound conclusions. The utter inefficiency of the old Grammar School arrangements in this respect, with their low standard of attainment, and their very imperfect mode of examination, was

so notorious, and the mischief done to both classes of schools so great, that every one was brought at last to feel that the evil was one that was eating the very life out of our Schools. It was felt that the starting-point had been fixed so deplorably low, that no goal of high attainment would be reached; and that nothing short of a radical change in conducting the examinations for admission would save the education of the country. Professor Young's strong sketches left no doubt as to the real state of things, and very suggestive were they of the sort of educational chaos into which the country was being brought. "Boys and girls alike, with the merest smattering of English grammar—every child supposed to have any chance of, wriggling through the meshes of the Inspector's examining net—driven like sheep into the Grammar School, and put into Latin in order to swell the roll of Grammar School pupils, and to entitle the school to a larger share of the Grammar School Fund." It is well that we should keep that picture before us, with all its associations of unworthy manœuvring to combine the maximum of money with the minimum of education, both that we may the better appreciate our deliverance from such a state of real degradation (for it was nothing else) and be led to watch the more anxiously any efforts, if haply such should be made, to check and turn back the upward movement which the new School Law has so happily initiated. In connection with this low standard—parsing a simple sentence in English being practically the only test—we may mention one fact that shows, amongst many others, how terribly in the days of which we are speaking things were unhinged and out of course. As soon as the new School Act became law, the Inspector received instructions from the Department to apply with greater strictness the old method and standard, until they should be superseded by the new. Just one change was made, but that was found all-sufficient: the parsing, instead of being given orally, was exacted in writing. The effect was most remarkable. About one-half of the candidates presented to the Inspector as fit subjects for High School tuition were found, to a lamentable extent, incapable of spelling correctly in writing—whatever they may have been able to do orally—words certainly not amongst the most difficult in the language, more particularly those very terms of grammar which were almost every day in their mouths. Much harm, unfortunately, had already been done, but how much more would have been done but for the salutary interposition of the Inspector between the High School, with its coveted legislative grant, and the pushing tendency of the local authorities! At last came the system under which we have been working for a twelvemonth—the Board of Examiners attached to each school, whose admissions are made final on approval by the Inspector, who is "to see that the regulations and programme of examination provided according to law are duly observed," and, therefore, not vitiated by the admission of pupils who do not come up to the prescribed standard. It is plain enough that this is a vast improvement on the old plan, yet far from perfection; for one thing it wants, and without that it will never command public confidence—uniformity. It is felt that, though it protects the High School from many an unfit pupil that would have crept in under the "simple parsing" system, it nevertheless works unequally, and with all the care the Inspector can exercise, it must work unequally, so great is the disparity between the different sets of questions, as put by different Examining Boards. There is, it is true, the expedient of exacting a higher percentage where the questions are easier, and this has been resorted to in some cases, but the proceeding is viewed with so much disfavour, and is so much regarded as an arbitrary act of the Inspector, that we have no high opinion of it as a remedy. There is but one course which can be considered fair to all, and that is, providing the same examination for all, subject always, of course, to that indispensable safeguard, revision by the Inspectors. That course, we are glad to see, has been adopted by the Department, under whose instructions questions for the Entrance Examinations have been prepared by the High School Inspectors, to be submitted to all the schools. This will excite general satisfaction, as a most commendable move in the direction of uniformity, and, we may hope, will quite dispel that feeling of uneasiness to which the absence of uniformity has given birth.

In a few, a very few, instances, the local Examining Boards have objected to the revision, by the High School Inspector, of their reports of the entrance examination results. They seemed to think the exercise of such a power of revision by the Inspector a reflection upon their honour as men, and their ability as Examiners, and signified their intention of "trying to have repealed the obnoxious clause of the Act which confers such powers."

We cannot sympathise with this feeling. No one can deny the right, nay the *duty*, of the Government to exact such conditions for the admission of pupils as shall secure that degree of qualification at entrance, without which it is impossible for the schools to accomplish the work for which they were designed, and for which they annually draw a liberal allowance from the public Treasury. Is the constitution of the Local Boards such as to guarantee that these conditions shall be satisfied?

With the highest respect for the gentlemen composing these Boards, we venture to think not. The work of examination is practically in the hands of the High School Master and the Chairman of the Board of Trustees; these constitute a majority of the Examiners, and are questionless a unit upon all questions concerning the admission of pupils. Now we have a high opinion of the honour, integrity, and ability of the Chairmen of our Boards of Trustees, and in all these points we believe our High School Masters will compare favourably with any teachers in the world; but as it is the ambition—laudable enough we are sure—of these gentlemen to have as many pupils as possible in their school in order that it may compare favourably with others, and secure a fair proportion of the High School Fund; their inclination may, therefore, warp their judgment, and render them unwittingly less strict than they ought to be in fulfilling the requirements of the law. But there is no need of theorizing—of any speculative arguments upon this point. Granting all that can possibly be desired by the most sensitive spirit—granting that the Examining Boards are composed of men of unimpeachable integrity and unquestionable ability there still remains the stubborn fact—that, both under the old law and under the new *pupils have been hurried into the High Schools who were utterly unqualified*. If it be asked why the Inspectors did not exercise the *veto* power which had been given them, we reply because, as there were upwards of a hundred different Examining Boards and, therefore, as many different standards of admission, there was no uniform and certain test which they could apply to the different cases. All the Examining Boards had adopted fifty per cent. of the total marks assigned to the examination questions, as the standard for the admission of candidates; and there would have been no difficulty in applying this test of a successful examination, *had the questions been the same for all the Schools*. But here there was great diversity; fifty per cent. on the examination papers used in a few of the schools constituted a higher standard than sixty, or seventy, or eighty, or even a hundred per cent would have been in other cases. But if we attempted to exact a higher per centage upon these inferior papers, when it was known that fifty per cent. had been adopted throughout the country as the minimum for entrance, we were immediately taxed with the exercise of arbitrary power.

“You passed pupils in the K. School on a minimum of fifty per cent., and why do you exact a higher standard from us?” was the remonstrance not unfrequently heard. It was useless to urge that the K. School had set most excellent papers, and that its fifty per cent. was in reality higher than seventy per cent. on proportionally easier papers. Hence, acting upon their own convictions, and in accord with the expressed opinion of the ablest and most experienced masters, the Inspectors made the recommendation above referred to—that examination papers should be prepared under the authority of the Department, so as to make the entrance examination and the test for admission the *same for all the Schools*. If this be carried out, the Inspectors can have no difficulty in exercising the *veto* power in cases which call for the discharge of so unpleasant a duty—certainly, when the standard is fixed and uniform, they cannot be charged with having exercised their power in an arbitrary manner. The gentlemen whose views we are discussing, admitted that, upon the removal of all restraint, the “tendency” would be to crowd the High Schools with unprepared pupils, and thus lessen their efficiency—or rather prevent their attaining to that degree of efficiency which alone can render them worthy of the name. But they thought that this evil could be remedied by the classification of the schools, and the application of the principle of “payment by results.”—We cannot admit this.

Average attendance must always be an element in determining the distribution of the High School fund; and as many schools can have no expectation of ranking high, these will be tempted to compensate by numbers what they lose in grade.

Moreover, when schools have attained to a high grade, they cannot easily be degraded; the “tendency” above stated would prevail; many unqualified pupils would be admitted, and, though the efficiency of the school would in reality be impaired, any attempt to de-

grade it would be at once designated as an "act of arbitrary power," Many of the schools are now quite low enough ; but remove all check to the admission of pupils, and there is yet a lower depth to which they may sink—a depth of utter uselessness—uselessness ? a depth in which they must be an unmeasured injury to the highest interests of education.

The objection that the veto power is a reflection upon the uprightness of the members of the Board, is without weight ; at least, it has no greater weight than if urged *against* the inspection of the schools themselves. For the High School Master, to all intents and purpose, is the Examining Board, the Chairman of the Board of Trustees leaving—at least in a great many cases—the business of the examination entirely in his hands.

If, therefore, the inspection of the examination papers and the results of the examination, is a "reflection" upon the honour of the Examiners, much more is the *inspection* of the schools, which subjects *all the classes* of the most able and accomplished teacher to the test of examination by a disinterested and independent Examiner.

PAYMENTS BY RESULTS.

In applying this principle of "payment for results," there are two great points to be settled.

First, The mode of ascertaining the status of the school.

Secondly, The principle, based on the ascertained status of the school, according to which each school is to receive its due proportion of the Legislative Grant.

In estimating the status of the school, we propose to adopt the following mode of procedure: We commence with assigning to each subject of study, in the authorized Programme, a maximum valuation, in marks, arranging the subjects in five groups—four of which we regard as equivalent,—fixing the relative value of the remaining one according to the best of our judgment.

(1). English branches ; (2) Classics ; (3) Mathematics ; (4) Natural Science ; each valued at 120. (5.) Modern languages, 80. After adequate inspection of each subject, we propose to indicate the standing of the school in each by a graduated system of marking similar to that which has been adopted in granting teachers' certificates, adopting *four* classes however ; with a determinate percentage for each. We think it would be desirable that the standing of the schools, as determined by the Inspectors, should be published in the *Journal of Education*, at what might be deemed a convenient time, in tabular form, of which the following will serve as a specimen :—

	English.	Classics.	Math's.	Nat. Science.	Mod. Languages.
School at A.	I.	II.	I.	I.	II.
B.	II.	I.	II.	II.	I.
C.	III.	IV.	IV.	II.	IV.

We use the expression "adequate inspection," not intending thereby the examination of all the classes in each subject, which our experience under the new system convinces us is impossible within the time at our command, but such inspection as shall enable the Inspector to form, on fair and reasonable grounds, an honest, and as far as may be, accurate judgment of the ability and success with which each subject has been taught. In some of the subjects the Inspector may find it necessary to examine all the classes before he can arrive at such a decision as will satisfy him, and with judicious management it will be quite possible to do this in these particular instances ; but to attempt it in all is out of the question, and, happily, is not indispensable. We desire to have it distinctly understood that, in expressing by a definite valuation our estimate of the "proficiency of the pupils," we shall take largely into account the degree of ability, fidelity and sound judgment displayed by the master, in the instruction and government of his pupils. Where the general discipline of the school is unsatisfactory, a lower condition as to attainment will usually result, and will bring its due penalty with it ; but, in some instances, it might be deemed advisable to make a deduction from the appropriation in proportion to the gravity of the case.

A tabular statement similar to the one which has been given above, in which the status of each school in each of the departments of study should be exhibited, having been prepared, one of the four following modes of procedure might be adopted for the purpose of determining the appropriation.

1. The average performance of the school might be taken, and the school placed with reference to its average, in one or other of the four classes it is proposed to form. Certain rates, varying of course, in amount, would be attached to the pupils, according to the class in which each school should be placed. This is substantially the plan recommended by Professor Young in his address to the Teachers' Association.

2. A system of deductions for shortcomings might be applied.

3. A certain amount might be appropriated to each of the four departments of study, and distributed in varying rates per pupil according to the standing of the school in each department.

4. Some method might be adopted for combining, in another way, the new element of proficiency with the mode at present pursued, which takes into account average attendance only.

Plan 1, is extremely simple, but is open to this objection, that under it the good work in one department would counterbalance the bad, and thus—the status of the school having been once fixed, poor work, if confined to a single department, would escape all penalty, unless the work were so poor as to justify the extreme penalty of degrading the school.

2. The difficulty referred to as connected with plan No. 1, may be met, without degrading a school to a lower class, by making a deduction for (marked) inefficiency in any department according to the following plan. It will be observed that the same number of marks has been assigned to each of the departments of Classics, Mathematics, Natural Science, and English, whilst two-thirds of that number has been assigned to Modern Languages. What we would call a *perfect* school—that is, first class in every department—would, therefore, be represented by the number $4\frac{2}{3}$ (Classics 1 +, Mathematics 1 +, Natural Science 1 +, English 1 +, Modern Languages $\frac{2}{3}$.) Now, let every school that obtains the required percentage (say 75) of the aggregate of marks be placed in the first class; but, if a school has failed to obtain this percentage in any department by a certain number of marks, let the fraction or percentage which this number of marks is of the whole percentage, (75) be deducted from the number representing a perfect school. For example: suppose that one of the first class schools has obtained the requisite first class percentage in Modern Languages, Natural Science, English, but only two-thirds of it in Mathematics, and one-third in Classics; then its standing will be,—Modern Language 1 + Natural Science 1 + English 1 + Mathematics $\frac{2}{3}$ + Classics $\frac{1}{3}$ —that is, $4\frac{1}{3}$; but a perfect school should be $4\frac{2}{3}$, therefore the school in question will be only $\frac{4\frac{1}{3}}{4\frac{2}{3}} = \frac{9}{10}$ of a perfect school; and thus will lose one-seventh of what it would be entitled to as a perfect school. This method of procedure would remedy the defect alluded to.

3. Another plan may be suggested, inferior in point of simplicity to plan No. 1, but free from its defect. Let the standing of the schools in each department be determined as before: let the total average attendance in each class of the several departments be ascertained from the half-yearly returns and the reports of the Inspectors; let the grant be distributed among the different departments in proportion to the marks allotted to each, as given above; let the amount apportioned to each department be divided in given ratios among the number of 1st, 2nd, 3rd, and 4th class pupils in that department, so as to ascertain the amount per pupil to be given to each class, and so for all the departments; then the amount per pupil to be given to each school, according to its rank or classification in the several departments, is readily determined. This scheme will probably be made plain by illustration. Suppose the returns give a total average attendance of one thousand pupils, and that \$14,000 is the amount of the grant: we wish to find how much per pupil is to be given to each school. The distribution of this amount according to the value assigned to each department will be as follows:—

English branches	120	marks	\$3,000
Classics	120	"	3,000
Mathematics	120	"	3,000
Natural Science	120	"	3,000
Modern Languages	80	"	2,000

Now we find from the Inspectors' reports the one thousand pupils classified as follows

Class.	I.	II.	III.	IV.
English	250	350	220	180
Classics	200	250	250	300
Mathematics	150	350	250	250
Natural Science	200	275	250	150
Mod. Languages	120	140	240	300

We now divide the \$3,000 apportioned to the English department amongst two hundred and fifty first class pupils, three hundred and fifty, second, two hundred and twenty, third, and one hundred and eighty, fourth, in given ratios, say four; three; two; one, determining the amount for each pupil in the different classes, and proceed in the same manner with the other departments. Making the calculation according to the above suppositions, we should have for each pupil in

Class.	I.	II.	III.	IV.
English	\$4.50	\$3.37	\$2.29	\$1.12
Classics	5.12	3.84	2.50	1.27
Mathematics	5.00	3.75	2.50	1.25
Natural Science	5.00	3.75	2.50	1.25
Mod. Languages	5.72	4.29	2.86	1.43

Hence, if a school of forty (average) be first class in all the departments the portion will be $\$25.34 \times 40$; if it has been ranked first class in Classics and Mathematics, second class in English and Natural Science, and third class in Modern Languages, the several amounts per pupil will be, English, \$3.37; Classics, \$5.12; Mathematics, \$5.00; Natural Science, \$3.75; Modern Languages, \$1.43; Total per pupil, \$18.67. The total apportionment in this case will be $\$18.67 \times 40$.

4. If we start with the assumption that a pupil in class 1—and, therefore receiving an education, the best that is given in our High Schools, may be regarded, with a view to the appropriation, as equivalent to a larger number in an inferior class, we have suggested to us the idea of a set of multipliers to be combined with the statement of average attendance, as it is made at present. Let these multipliers be in the first four departments of study, 4, 3, 2, 1; and in Modern Languages, 2.7, 2, 1.4, .7. Let us apply this method in the case of some particular school,—one, for example, of the following numbers (average attendance) and standing:—

High School at B— average attendance in English course, forty-five; in Classical course, fifteen; in Mathematics, sixty; (= sum of E. and C.) in Natural Science, fifty; and in Modern Languages, twenty. These last two averages, it will be seen would be required in the half yearly return, but it would give but little additional trouble to introduce them. We suppose the status of the school to be as follows:—Classics I; Mathematics II; English I; Natural Science III; Modern Languages II; its claim upon the grant would then be ascertained in the following manner:—

English, class	I. 45 by 4—200
Mathematics	II. 60 by 3—180
Classics	I. 15 by 4— 60
Natural Science	III. 50 by 2—100
Mod. Languages	II. 20 by 2— 40

580

Each school having been treated in this way, the maximum required to calculate the rate would be of course the sum of the totals thus obtained: let us assume this maximum to be 90,000, and that the Legislative Grant amounts to \$20,000: the appropriation to this particular school is easily arrived at by means of the proportion,—90,000: 580: \$20,000: \$129, nearly. This is, in short, as compared with the mode in use at present—an application of the principle of Compound Fellowship instead of Simple. Of course, in actual calculation, the several totals which would be inconveniently large, could be reduced in any convenient proportion.

 CLASSIFICATION OF SCHOOLS.

At the present moment it would be impossible to apply either the third or the fourth scheme, as the half-yearly returns—which, as we have said, would require to be slightly altered in form for either of those plans—do not furnish the requisite information; but it may serve a good purpose to classify the schools on the basis of Plan I.; and we have, therefore, the honour to submit the following list, which we ask your permission to make public in this way, under the impression that it will both prepare Masters and Trustees for the application of the principle of “payment for results,” and give a definite conception of its probable effects. There will be, of course, a revision of the list at the close of the next inspection, when we fully expect that we shall have the satisfaction of removing to a higher grade several of the schools which, in consequence of their staff of masters being incomplete, unwise haste in admitting pupils, so as to crowd the lower classes, or other unfavourable circumstances, do not at present occupy the status which they will, doubtless, eventually reach.

CLASS I.—Galt, Hamilton, Kingston, Ottawa.—4.

CLASS II.—Barrie, Brampton, Clinton, Cobourg, Colborne, Dundas, Gananoque, Napanee, Oshawa, Paris, Perth, Peterborough, Port Hope, St. Catharines, St. Marys, Stratford, Toronto, Welland, Whitby.—19.

CLASS III.—Beamsville, Belleville, Berlin, Bowmanville, Brantford, Brockville, Cayuga, Chatham, Elora, Farmersville, Fergus, Fonthill, Goderich, Grimsby, Guelph, Ingersoll, Lindsay, London, Markham, Morrisburgh, Newcastle, Newmarket, Omemee, Owen Sound, Picton, Prescott, Sarnia, Simcoe, Smith's Falls, Smithville, St. Thomas, Uxbridge, Windsor, Woodstock, Weston.—35.

CLASS IV.—Alexandria, Almonte, Arnprior, Bradford, Brighton, Caledonia, Carleton Place, Collingwood, Cornwall, Dunnville, Iroquois, Kemptville, Kincardine, L'Orignal, Manilla, Metcalfe, Milton, Mount Pleasant, Niagara, Newburgh, Norwood, Oakville, Oakwood, Orangeville, Osborne, Pakenham, Pembroke, Port Dover, Port Perry, Port Rowan, Renfrew, Richmond, Richmond Hill, Scotland, Stirling, Strathroy, Streetsville, Thorold, Trenton, Vankleek Hill, Vienna, Walkerton, Wardsville, Waterdown, Williamstown.—45.

It will be seen that four schools only have been placed in the first class; those, therefore, which stand in the second class must be regarded as possessing a high rank, though not the highest. It is unnecessary to point out that, as to the amount apportioned from the legislative grant, their position will be a very good one indeed, as there are so few schools above them.

We deem it right to draw attention specially to the fact, that in some cases where undue anxiety has been manifested to swell the number of “entrance pupils,” what has been gained in numbers has been lost in status, there being in such cases but a small number of advanced pupils as compared with the total number enrolled.

In relation to Class IV., we agree in considering the following schools as not only at present far below the standard of High School, but as likely to remain so for years to come, since the villages in which they are situated have not as yet Public Schools in a sufficiently effective condition to furnish material for the support of anything worthy of the name of High School, viz., Richmond, Pakenham, Osborne, Alexandria, Metcalfe, Manilla, Oakwood, Stirling, Scotland and Wardsville. Walkerton has been placed in Class IV. because it is a new school, and has been visited by only one of the Inspectors. It has its position to win.

As the pecuniary interests of the schools are directly involved in their status, as determined by the Inspectors, it will not take us by surprise if our arrangement be sharply criticised; and very probably some of the Masters and Trustees will feel disappointed at seeing their schools in a lower position than they have been expecting to occupy. We need not say that our judgment has been exercised with careful deliberation and strict impartiality, and we place this list before the public with a full conviction that substantial justice has been done to all. The subjoined statement, for which we are indebted to Mr. Marling, of the Education Office, exhibits conclusively the superiority of the new system to the old, enabling us, as it does, to compare the apportionment, as it was for the half-year immediately preceding the period at which we write, with the apportionment as it would have been if the new system had been in force, and if the rate attached to each class (which is given here simply for the purpose of illustration) had been fixed by the proper authority.

STATEMENT RESPECTING THE HIGH SCHOOL APPORTIONMENT, FIRST HALF, 1872.

The apportionment for the first half of 1872 was based upon average attendance, not taking into account the minimum rate of \$400 per annum for each school, the intention being to make up the grant, at the distribution to take place at the end of the year, to the minimum sum of \$400, to those schools which would not have gained that during the year on the basis of attendance simply.

But to illustrate, partially at least, the effect of paying by results, the apportionment actually made for the first half of 1872 is exhibited in the subjoined statement, column 3 (the rate of \$9 per pupil), and in column 4, the apportionment is given as it would have been had each smaller school received at least the minimum of \$200 for the half-year, the rate being reduced to \$8.55; while, in column 5, is shown a supposed apportionment with the same amount to be distributed, and the same attendance, but with rates granted differing according to the classes in which the schools have been respectively placed by the Inspectors, while the minimum grant of \$200 is secured to each school.

The rates thus adopted, by way of example, are \$10.50 for Class I., \$9.50 for Class II., \$7.70 for Class III., and \$5 for Class IV. Should this mode of distribution be adopted, the rate to be assigned to each class will be considered and determined by proper authority.

HIGH SCHOOLS.	Average Attendance, First Half, 1872.	Apportionment on basis of Attendance, at \$9 per Pupil, (as paid.)	Apportionment on basis of Attendance, at \$8.55 per Pupil, reserving a Minimum of \$200 for each.	Apportionment on basis of attendance, at the following rates : Class I.... \$10.50 Class II... 9.50 Class III.. 7.70 Class IV.. 5.00
CLASS I.		\$	\$	\$
.....	121	1089	1034	1271
.....	130	1170	1111	1365
.....	71	639	607	745
.....	77	693	658	808
Total 1st Class.....	399	3591	3410	4189
CLASS II.				
.....	41	369	350	390
.....	61	549	522	580
.....	31	279	265	295
.....	103	927	881	979
.....	38	342	325	361
.....	64	576	547	608
.....	39	351	333	371
.....	114	1026	975	1083
.....	67	603	573	636
.....	37	333	316	352
.....	49	441	419	466
.....	112	1008	958	1064
.....	62	558	530	589
.....	134	1206	1146	1273
.....	36	324	308	342
.....	58	522	496	551
.....	111	999	949	1045
.....	40	360	342	380
.....	93	837	795	884
Total 2nd Class.....	1290	11,610	11,030	12,249
CLASS III.				
.....	29	261	248	223
.....	61	549	522	470
.....	18	162	200	200
.....	45	405	385	346
.....	61	549	522	470
.....	60	540	513	462
.....	30	270	256	231
.....	45	405	385	346

Statement respecting the High School Apportionment, First Half of 1872—continued.

HIGH SCHOOLS.	Average Attendance, First Half, 1872.	Apportionment on basis of Attendance, at \$9 per Pupil, (as paid.)	Apportionment on basis of Attendance, at \$8.55 per Pupil, reserving a Minimum of \$200 for each.	Apportionment on basis of attendance, at the following rates : Class I....\$10.50 Class II... 9.50 Class III.. 7.70 Class IV.. 5.00
Elora.....	20	180	200	200
Farmersville.....	30	270	256	231
Fergus.....	25	225	214	200
Fonthill.....	20	180	200	200
Goderich.....	31	279	265	238
Grimsby.....	38	342	325	293
Guelph.....	30	270	256	231
Ingersoll.....	41	369	351	316
Lindsay.....	30	270	256	231
London.....	162	1458	1385	1247
Markham.....	25	225	214	200
Morrisburgh.....	31	279	265	238
Newcastle.....	29	261	248	223
Newmarket.....	34	306	291	262
Omenee.....	41	369	350	315
Owen Sound.....	67	603	573	516
Pictou.....	63	567	539	485
Prescott.....	28	252	239	200
Sarnia.....	33	297	282	254
Simcoe.....	51	459	436	392
Smith's Falls.....	40	360	342	308
Smithville.....	27	243	231	208
St. Thomas.....	53	477	453	408
Uxbridge.....	22	198	200	200
Weston.....	32	288	274	246
Windsor.....	19	171	200	200
Woodstock.....	42	378	359	323
Total 3rd Class.....	1413	12,717	12,235	11,113
CLASS IV.				
Alexandria.....	16	144	200	200
Almonte.....	10	90	200	200
Arnprior.....	16	144	200	200
Bradford.....	20	180	200	200
Brighton.....	14	126	200	200
Caledonia.....	28	252	239	200
Carleton Place.....	11	99	200	200
Collingwood.....	18	162	200	200
Cornwall.....	13	117	200	200
Dunnville.....	28	252	239	200
Iroquois.....	64	576	547	320
Kemptville.....	20	180	200	200
Kincardine.....	26	234	222	200
L'Orignal.....	16	144	200	200
Manilla.....	24	216	205	200
Metcalfe.....	14	126	200	200
Milton.....	20	180	200	200
Mount Pleasant.....	23	207	200	200
Niagara.....	14	126	200	200
Newburgh.....	40	360	342	200
Norwood.....	26	234	222	200
Oakville.....	21	189	200	200
Oakwood.....	12	108	200	200
Orangeville.....	15	135	200	200
Osborne.....	15	135	200	200
Pakenham.....	17	153	200	200
Pembroke.....	10	90	200	200
Port Dover.....	22	198	200	200
Port Perry.....	19	171	200	200
Port Rowan.....	19	171	200	200
Renfrew.....	17	153	200	200
Richmond Hill.....	23	207	200	200
Scotland.....	24	216	205	200
Stirling.....	15	135	200	200
Strathroy.....	27	243	231	200
Streetville.....	13	117	200	200

statement respecting the High School Apportionment, First Half of 1872—*continued.*

HIGH SCHOOLS.	Average Attendance, First Half, 1872.	Apportionment on basis of Attendance, at \$9 per Pupil, (as paid.)	Apportionment on basis of Attendance, at \$8.55 per Pupil, reserving a Minimum of \$200 for each.	Apportionment on basis of attendance, at the following rates : Class I.....\$10.50 Class II... 9.50 Class III.. 7.70 Class IV.. 5.00
Id	37	333	316	200
on	22	198	200	200
leekhill	16	144	200	200
is	32	288	273	200
sville	28	252	239	200
rdown	25	225	214	200
amstown	32	288	274	200
Total 4th Class	922	8308	9558	8720

SUMMARY.

Schools Class I.....	399	3591	3410	4189
Schools Class II.....	1260	11,610	11,030	12,249
Schools Class III.....	1413	12,717	12,235	11,113
Schools Class IV.....	922	8308	9558	8720
	4024	36,226	36,235	36,271

Note.—It will be observed that the system of payment set forth in column 4, secures an increased rate for schools placed in the first or second class, while schools of the third and fourth classes receive less; but revision for a larger minimum grant than formerly protects them in the enjoyment of at least \$400 Government per annum, and prevents the superior schools from receiving very large grants. Richmond Walkerton received no grants for the first half of 1872.

The preceding statement tells its own story. It is quite manifest that great injustice has been done to our good schools by allowing the poor schools—some of them worse than others, as checking the improvement of the Public School—to absorb public money which it has to have gone to encourage and strengthen the schools that are doing true High School work in a creditable way, so as to confer a real benefit on the country. It is true that the new system, has to be left to the judgment of the Inspectors, and Inspectors are but men, and may err; but certainly no errors made by Inspectors, in the honest and impartial exercise of their judgment, are likely to inflict on our deserving men and our schools, anything like the discouragement and the injury which must result where considerations only are taken into account.

We have the honour to be, Sir,
Your obedient servants,

J. G. D. MACKENZIE.
J. A. McLELLAN.

APPENDIX B.

FACTS FROM REPORTS OF INSPECTORS OF PUBLIC SCHOOLS RELATIVE TO THE STATE AND PROGRESS OF EDUCATION IN THEIR RESPECTIVE COUNTIES, &c., FOR THE YEAR 1871.

COUNTY OF STORMONT.

Alexander McNaughton, Esq.—I found the accommodations for School purposes in a majority of the School Sections of this County inadequate. In several Sections, the difficulty of procuring suitable sites, under the old law, was alleged to have been the principal cause for retaining the old and dilapidated School-houses so long.

Many School-houses, of sufficient size and capacity, have the defect of being situated in close proximity to the road, there being little or no intervening space. This renders it impossible to fence the School-house and grounds off from the road. In such cases the

highway is the play-ground, the School-site consisting of the small space of about 40 feet squares on which the house stands.

Wherever these deficiencies existed, I first directed the attention of the Trustees to the regulations in regard to adequate accommodation, and endeavoured to convince them of the necessity of the School-house being sufficiently large to accommodate all the children of school age in the Section, and of its being provided with suitable furniture and apparatus, especially maps, and of the propriety of having some ground attached suitable for recreation, and provided with conveniences for private purposes, within the enclosure of the School premises. I then pointed out the defects in their School arrangements, and showed how they might be remedied with the least expense and trouble to the Section.

In most cases, the Trustees expressed their willingness to comply with the regulations, but seemed to dread the complaints which the levying of a heavy tax would excite among the rate-payers. In some instances the Trustees would inquire what would be the consequence of their neglecting or refusing to comply with these regulations, and my reply was, that I would, in the meantime, report the accommodations of their Section inadequate, and if these defects were not remedied by the time of my next visit that I would report accordingly, and that Section, which would persist in refusing or neglecting to comply with the regulations, would be debarred from sharing in the apportionment of the Public School Fund; but I did not say how soon this penalty would be enforced.

The only School permanently closed within this County, since the introduction of the new regulations, is School Section No. 9, in the Township of Finch. This was a weak Section, reporting only 18 resident children between the ages of 5 and 16 years; and the propriety of closing the School had been a subject of discussion among the inhabitants during the last two or three years, without reference to the regulations. The teacher employed at the time of the July examination appeared before the Board as a candidate, and tried only the first exercise, when she retired, and as she had been teaching under a "Special Permit" previously, I did not feel justified in renewing it, but I pointed out to the Trustees, one or two other persons who were more competent, to either of whom I was willing to grant a "Special Permit" if employed by them, but they preferred to circulate among the inhabitants a petition to the Township Council, praying that the Section be annexed to the adjoining Sections, which was granted. The School was then closed, but not for want of a teacher.

There are other Schools temporarily closed at the present time, principally on account of defective School-houses, but I believe they will be re-opened on the approach of mild weather, and I think there is a sufficient number of teachers within the County to supply them all.

There is not a single School in this County closed for want of a teacher, for there are several teachers unemployed.

COUNTY OF DUNDAS.

Rev. William Ferguson, M. A.—In this report it is necessary to refer briefly to the condition of the educational institutions of the county, prior to the enactment of the new school law.

In the many returns which have reached the Department of Public Instruction, there was very frequently to be found cropping out, the opinion, that uniformity in testing and grading the acquirements of teachers was absolutely necessary; that less should be left to the discretion of examiners, and a well defined standard of excellence marked out, and the mode of gauging qualifications for the office of teacher should not be left to the momentary whim or caprice of a board, varying every year in its members, some of whom, not unfrequently, held their appointments as the reward of services realized or anticipated in the election of township or county officials. The programme of examination in some townships and on some occasions almost equalled in exactness the questions set forth under the new school law for the examination of teachers; but there was no unwavering rule for estimating the value of the answers,—and consequently varied measures were employed to gloss over failures. Pity, compassion, careless pity, blind compassion, disturbed the claims of justice, and sent forth, with false certificates, parties utterly unfit for the office which they became entitled to assume. But I have been at the meeting of the board, where the examiners had assembled, and had no programme of examination prepared—where questions were suggested more indicative of reciprocal ignorance on the

part of examiners and examined, than of a fitting ability to admeasure the acquirements of candidates who were sure of one thing, and that was, that they would not be rejected. It is not then to be wondered at, that the intellectual status and scholastic aptness of the majority of teachers were stationary,—of not a few were retrograde, and of only a small fractional residue were progressive. While some members of the old Board anxiously struggled to advance the interests of education, and sought to set forth a higher and more rigid standard of excellence, their endeavours were met by chilling apathy, and there were not wanting members, who were disposed to thwart every attempt to break in upon the useless and deceiving formality of the examination in use. Of course the average standing in the schools was then low. There was little inducement on the part of teachers to exert themselves when the highest grade of excellence was so low; and was sometimes unfairly gained by parties whose inability was notorious. Trustees were careless about the standing of those whom they hired, when sad experience taught them that the certificate of the teacher was no guarantee for the possession of the qualifications which it ought to have represented. Uncertainty attached to every engagement, and if the teacher exceeded the expectations of those who hired him, they felt assured they could not long retain him. Higher wages would lure him away to a more lucrative field, to be occupied only perchance for another year, and so on for three or four years; and then teachers abandoned forever a profession esteemed but a make-shift, assumed without desire and resigned without regret. Their services were rendered without love, and paid without gratitude. It was high time that this system of things should change; that candidates for the office of teachers should be examined thoroughly, yet without severity; that their attainments should be measured by a standard fixed for the whole province; and that the identity of examination in each county should warrant an identity of qualification, should render the work of education homogeneous in all its departments, and give the promise that the schools in every section would be placed under the influence of active, persevering and qualified teachers, and that they would speedily be redeemed from the dull formality of instruction, without method and education sunk into rote and helpless routine.

The Reception of the New School Act.—I am happy to say that though every step in carrying the new act into effect has been taken in anxious dread, lest, either by excess or deficiency, there might be a failure in securing for it that impartial trial which was due to its merits, yet the issue has been, that it is rising in favour the longer it is tested. It would be false as well as foolish to conceal the fact that many were prejudiced against it.

They received impressions from oral communications which were not based on facts, and not knowing the nature and provisions of the Act, it has taken some time to disabuse them of their mistaken ideas in regard to its provisions. Add to this, the actual and the dreaded scarcity of teachers, and the feeling in regard to the new act was generally one of doubt, and in some cases of undisguised and unreasoning hostility. As the provisions of the new act became more generally known and better understood, the feeling of the intelligent majority was, that it deserved an *honest trial*, and wherever that trial has been fairly made, the Act has met with the approval which it deserved. The difficulties connected with its working, at the outset, will soon pass away; its mode of procedure will be thoroughly understood, and standing on its own merits, tested by accumulated experience, it will commend itself to the acceptance of all.

The working of the new School Act in the examination of Teachers.—The state of the educational interests of this county may be judged by the fact, that in the last year of its existence, the former board granted upwards of forty first-class certificates, for terms varying from one to three years. There were also first-class certificates (few in number) that had been granted to endure during the pleasure of the Board. Several of those holding such first-class certificates, appeared at the first and second meeting of the New Board, and a considerable number of them did not attain to a third-class standing, and were evidently disqualified for the office which they had held.

At our July examination no one applied for a first class certificate, and only two for a second. Of these last only one was successful; while no less than thirteen of the thirty-seven candidates for third-class certificates failed to reach the minimum standard of excellence and were rejected.

There were evidences of improvement to be seen at the December examination. Out of twenty-eight candidates eight were rejected. If the questions then proposed

were, in some slight degree, less difficult than at the July examination, yet the minimum to be reached was more than proportionally higher.

A natural result has taken place; those of the rejected who had not yet entered on the duties of teaching, and some of those teachers whose engagements had expired, either availed themselves of the higher tuition of the Normal School, or betook themselves to the High Schools in the County.

In the just anxiety which the examiners felt, lest there should be a deficiency of teachers and many schools be shut up, application was made for permission to grant interim certificates to the rejected candidates, which was cordially granted. The good effect of this was seen in the appearance, which some of those who had failed in July, made at the December examination. By careful study, even while engaged in all the responsibilities of teaching, they were enabled to exhibit a most marked and pleasing improvement, some of them passing their examination with applause. I think it worth while to add, that two of those who passed with distinction were the oldest teachers in the county, both having taught upwards of thirty years. A pleasing proof that it only required awakened attention and renewed diligence on their part to qualify them for the lower certificate, and that the same attention and diligence if equally well sustained will qualify them at, or before the expiry of the three years term of their certificate, to reach the more valuable and enduring honour and profit of the second class.

Vacant Schools, &c.—The fears of many that a large proportion of the Schools in the county would be shut have not been realized. In some parts of the county, trustees, ignorant of the change which had taken place, were fondly waiting for the many applications to which they had been accustomed, and were amazed that weeks were passing by and no applicants presenting themselves. Of course every endeavour has been made, consistently with the requirements of the law, to supply these vacancies and in general with success.

In the Township of Winchester there are no vacant schools. In Williamsburg there are two vacant, one through the rebuilding of the school-house, the old one having tumbled down. In Matilda there are two vacant, and in Mountain one. In some of these they have been accustomed to have teaching only for six months in the year, and it would not be just to say that they were shut through the operation of the New School Law. Another and more unexpected event *must* be mentioned, that is the fact of a portion of the female teachers having abandoned the profession for matrimonial alliances. Five such cases have occurred since the July examination,—and consequently this has added to our embarrassment in the meantime. The marriage rate of our female teachers used to be rather low, say one fourth per annum, and years would pass by without one entering on that new line of duty which has not in every case, this year, broken up the tie to the School-house and its duties.

School Books.—The change of books has been almost completely effected. Of course, not without complaint on the part of some merchants, holders of the old books in stock. But the change having been anticipated, there is little just ground for grumbling. It ought also to be remembered that this is the first change of School books which has been made since the educational interests of the province have been placed on anything like a sure basis.

There is much that is valuable in the new series of "Readers," and the "Companion to the Readers," would have been all that could be desired for an Etymological Spelling-book, if it had devoted a larger portion of its space to Geographical and other terms which are derived from the Ancient British or Gaelic language. The term "Celtic" is one of those modern errors of application which even ignorant prevalence cannot justify, as the word "Celt" is utterly unknown in any of those languages, or rather forms of language, which it is meant to describe. I refer to the Gaelic, the Erse, the Manx, the Welsh, with the Breton and Iberian.

The new books of Arithmetic are as yet on trial, and while they are disencumbered of much of what in the old books served rather to load the memory and confuse the judgment than to quicken the pupil's apprehension; yet even in these, there is a want of examples with a reference to agriculture and its pursuits. Rules and examples for computing work on roads, ditches, fences, and the price of such work, would have added to the value of the advanced book in Arithmetic. It might also have contained the rules for estimating the weight of cattle and horses on foot, an element which is now entering largely into the calculation of the value of such animals. There might have been added *the formula* for the calculation, by measurement, of the weight of hay in stacks and barns—

I am happy to say that the grumbling about the change of books has been confined to a comparatively few ; and strange and sad to say, the fiercest denouncers of the change were parties who had never seen the new books, and who had no families to use them. The question to the grumbler, "Have you seen and studied the new books?" generally terminates the controversy about them. This year will see the transition from old to new perfectly accomplished, and the only trouble teachers will have, will be to guard their scholars against efforts that might be made to foist upon them, by conscienceless store-keepers, the old books.

School Houses.—Another source of alarm with many was an idea which prevailed in some parts, that the old School-houses would all require to be pulled down and give place to new ones of extravagant dimensions. It happens that some of the old School-houses are in such a dilapidated condition, that no efforts are needed for their condemnation. Trustees have taken steps (without any pressure) to rebuild their School-houses of the legitimate size, and to acquire the necessary quantity of play-ground. In some cases proprietors have acted generously and have readily conceded, and at a moderate price, the ground required ; in other cases, recourse was obliged to be had to arbitration.

The Financial Statements of School Trustees.—There is hardly one in five of the financial reports for the year perfectly accurate and intelligible when first presented, and when returned for correction.

Miscellaneous.—There is little more to be told—the lapse of another year will serve to render the working of the new system better understood ; will show that much required to be done, that teachers might be adequately prepared for a function, which they had been too often suffered to undertake without qualification, and to carry on without active and intelligent supervision.

Parents are now learning that these were not the best teachers who were hurrying their pupils from class to class and from book to book, and that rapidity of change was no real criterion of improvement.

I am most happy in recording the fact, that any endeavours to point out and enforce as close an approximation to the exactness of the Time and Limit Tables, as the varying circumstances of the schools would permit, and the duty of the teacher to meet with a positive negative—the desire of any parents to have their children thrust forward into classes for which they were not qualified—have been reciprocated by the majority of the teachers and have met with hardly the faintest show of opposition.

The intellectual system is gaining predominance. Words are not mere sounds, but the representative of ideas ; the chain that binds the immaterial soul to the Almighty Spirit of God, and to that land of the Ever-living, where intellect is no more hampered by its connexion with evil, nor cramped by "the bondage of the fear of death."

Reading.—The reading lesson is no more to be valueless as the sound of the clock which has tolled the hour never to be recalled ; but it is to be another step in the ladder of Knowledge, raising up the opening intellect to the understanding, appreciating and retaining of truths, that will serve to bring the young nearer and nearer to the high object of their being.

Arithmetic.—Requiring more labour on the part of the teacher, and a sustained wakefulness lest he fall into the leaden rigidity of rules, which claim more from memory than from the intellect ; is obtaining more study as a science, and consequently more readiness in practice as an art. The searching questions which have been transmitted from the Council of Public Instruction, for the examination of teachers, while demanding no more than honestly trained teachers were capable of answering, have served most materially the purpose of breaking up the routine into which many teachers had fallen, and of awakening their attention to the urgency of continued study in this all important branch of education.

Etymology seemed to be an unknown science to the most of the teachers who had not studied at the Normal School. The helpless looks and pitiable stare with which some of them regarded the paper on Etymology when presented at the first examination, told, too truly, that there was nothing but mental barrenness in regard to that subject. At the second examination some amelioration was manifested, and I have been able to trace advancing knowledge in the school examinations. We have every reason to anticipate that a close acquaintance with the etymology and structure of language will serve to render the ac-

quisition of a correct and even an elegant style of writing the English Language, neither so distant nor so difficult as many have imagined.

Geography.—In regard to this valuable branch of knowledge, I am compelled to say that in some sections it has been very much neglected, and the efforts of teachers to arrange classes for instruction were met by apathy on the part of Trustees, and a quiet inaction on the part of parents. Teachers could only endure and remonstrate, and I have sought, not unsuccessfully, to persuade parents, that such knowledge is of paramount importance and cannot be dispensed with.

Some teachers prefer the advanced book to the other, even for the junior classes.

The agitation in regard to the cancelling of first-class certificates issued by the former Board has died away, since the Board of Examiners for this county published in our local newspapers, a reply to some animadversions on the New School Act which had appeared in it, and in which we proved satisfactorily, that there were only two teachers in this county whose interests were affected, and that of these, one had expressed his intention to come forward for examination under the New Board, and the other would most likely accompany him.

I am persuaded that in a year or two, at the farthest, the benefits which the Act is meant to confer will be felt. Teachers will see that the profession in which they are engaged is honourable indeed, and that it depends upon them individually to enhance its honour and elevate its position, by bringing to its exercises, not only faculties largely cultivated and literary and scientific knowledge fitted for communication to the most advanced classes of the Public Schools, but a high moral tone of character, arising most manifestly above all that is mean, jealous or captious; by not obtrusively thrusting forward moral maxims, but by quietly giving a noble and manly tone to sentiment, and arousing the faculties to comprehend the fact, that knowledge is most valuable only when sustained by purity of feeling, and that science itself becomes degraded, when allied to moral impurity and desecrated to the slavery of vice.

COUNTY OF GLENGARRY.

A. W. Ross, Esq.—If the 2nd Section of the New School Act had been carried into effect over two-thirds of the school-houses would have been condemned. The most of the school-houses in the county are the old fashioned kind. Except one or two, they have no ventilators, but holes in wall, &c.; seldom have a play ground and no shade-trees, unless the house is built in the woods. Many of the schools have no apparatus and none a complete set; and in schools where some maps, &c., are found they are often not used once in three months. In arranging the classes, none of the teachers take anything else into account for promotion but the reading-books, and then they advance whole classes at a time—thus showing their impartiality, so that the pupils are never fit for the books they are reading in. In nine schools out of ten there seems to be no emulation, and no encouragement to work. The method adopted in teaching would, in nearly all the schools be better named lack of system or method. Teachers are apparently ignorant of any difference in systems and care as little. In none of the Schools have they written examinations to test pupils.

Very few of the teachers heard of new programme till I visited their schools. There is not a Library in the county. The pupils are too far advanced in all the schools, and in some I have found them reading on the fifth book and yet could not do simple addition. Of analysis in Grammar they are ignorant, even three-fourths of the teachers knowing nothing of it.

The Ten Commandments are not taught in any School in the county. Very few of the Schools are opened or closed with prayer.

Mental Arithmetic is sadly neglected in all the Schools, and Reading is very poor, the teachers being quite ignorant of the method of teaching it properly. Spelling is something similar.

The Schools in this county are in such a sad state that they can hardly be described, and the parents are very careless as regards education; they pay poor salaries and, of course, have very inefficient teachers.

However, I condemned 15 School-houses, these being the poorest, and the rate-payers

in these Sections were quite able to erect new houses. In all of these Sections, *with one exception, the people were satisfied with the law being carried out, and many were glad that they were forced to attend to the matter.*

In other Sections, where the School-houses were too small, but where I did not condemn them, I told the Trustees that they would be required to build in the course of two years; but that they would have plenty of time given them to prepare for erecting a good house. I had two objects in thus dealing with the School Sections—one was, that I wanted to have the people with me in improving our Schools, and not to force them too much against their will; and the other was, that by so doing we would have better School-houses, for those that will be built in the course of two years will be an improvement in style on those being built this year. As the School-houses in this County are so backward in every respect, I think more can be done by trying to improve things gradually, and this can be accomplished easily when the people are convinced of its utility as well as necessity. There will be no Schools closed for want of teachers. All those not open as yet will open next month (April) when the weather will be warmer.

COUNTY OF PRESCOTT.

Thomas Orton Steele, Esq.—I cannot furnish a very favourable report of the state of the Schools in this County, for owing to various reasons they are generally much behind those of the Western Counties of Ontario. One reason is the mixed nature of the population, *three languages* being spoken in some Schools, viz., the English, French and Gaelic, and two, the English and French, in very many.

Nearly all the teachers are females with a very limited education, as the "Old County Boards of Examiners" were criminally lenient. Many Sections have very inferior accommodations, as regards the School-house and their internal and external conveniences.

"But a wind is on the wing." Heaps of bricks and lumber accumulating on the School sites foreshadow many new and commodious School-houses, while general activity, on the part of the teachers, in preparing for the approaching examinations promise well, both as regards their own interests and those of the community. I find a marked improvement in most of the Schools since my former visit—new life and vigour seem to be infused into their operations, a higher, better, and more energetic tone is rapidly taking the place of the dull monotonous pass-away-the-time system which was, alas! too prevalent. Teachers are endeavouring to carry out, as far as possible, my instructions and suggestions, as well as those of the Department. Mere rote and rhyme are giving place to reason, and the thinking faculties are being called into action. Teachers are beginning to instruct their pupils in the application of their knowledge to practical life, thus furthering the accomplishment of the great end of all secular *education*. The new programme is being followed so far as possible, but some time must elapse before it can be fully applied. The Trustees and teachers of many Sections have been very careless about getting the *Journals of Education* from the Post-offices, and perusing them as they ought. Hence a great amount of ignorance prevails in reference to the general provisions of the School Law, and the regulations of the Council of Public Instruction, as well as in reference to their particular duties as Trustees or teachers. I make a point of calling attention to this matter, and I feel confident that the *Journal* will be better read and appreciated in future.

I had full confidence in the New School Law when first brought forward, and its working so far confirms my faith. The new system of inspection, if carried out in the *spirit* of the law, will work wondrous changes for the better in a very few years, while the new Boards of Examiners will send out a staff of teachers worthy of their high vocation. The examination papers, especially those of December, have been very satisfactory and *not at all too difficult*, as very few teachers, who had taken the precaution to make proper preparations, failed in securing a certificate. I know of no Schools closed for the want of teachers where the Trustees made proper exertions to secure them. Trustees and intelligent persons say—"The New School Law is just the thing that has been very much needed to fully develop and carry out our noble system of public instruction." I feel certain that after a fair trial, the popular voice will be generally and powerfully heard in its favour. The statements made in certain newspapers, and by some Members in the House of Assembly, are not founded on facts, and arise either from ignorance of the workings of the

School Law, or personal feeling, and will not be sustained by the *real* friends of education throughout the country. To condemn a measure, which it will require years to fully test, after a trial of six months, is the height of absurdity. Of course, improvements in some respects may be suggested by practical experience, and I trust that the whole matter will be dealt with by all parties in that broad, unsectarian and nonpolitical spirit which the peculiarity and importance of the subject justly demand. The compulsory clause has had a good effect, although its provisions have not been so fully carried out as they should be. I think the original draft of this clause would have proved more efficient. I also think that the plan of giving the Inspector a certain salary per annum, irrespective of the number of Schools under his supervision, would work better than the present system—say \$1,000 as the minimum and \$1,200 as the maximum, one-half to be paid by the Government and one-half by the County as at present, making it imperative that his whole time and *energies* be given to the duties of his office, and that he should not follow the profession of a clergyman, lawyer or physician, or hold any office that would take up any of the time which should be devoted to his business as Inspector. The result would be that the Schools could be examined more frequently and thoroughly—thus an Inspector with from fifty to eighty Schools could examine them quarterly, and so on in proportion—and as each Inspector would have to devote his *whole time* to the work, the man with fifty Schools would have to do as much as the one with one hundred. These ideas have been suggested by various circumstances, of which I shall mention one or two:—1st. In nearly all cases where the Trustees were present at my examination of the Schools, (and I always send for them on my arrival at a School to examine it, as I find it not to be judicious, for very obvious reasons, to leave the report of the examination to be given by the teacher and pupils, and also that I may have an opportunity of pointing out any improvements or internal or external conveniences required), the remark was made by them, at the close of the examination, “We wish you could visit and examine our School once a month, or at least once a quarter,” and there seems to be a general willingness to bear the expense, if they can only reap a proportionate benefit. Another reason, as regards these Counties, is that the County Council of the United Counties of Prescott and Russell saw fit to divide the Counties, giving fifty Schools to a man performing the double duties of clergyman and Inspector, the pay from both offices making up a fair salary, while the other sixty Schools were given to an experienced teacher, without any other source of emolument, which makes the salary quite too small and disproportionate, for although the latter must devote the whole of his time to the work of inspection, he receives no more *per School* than the former, who, from holding the two offices, must necessarily devote only a *part* of his time to his *duties as Inspector*, to the manifest disadvantage of the Schools, as “no man can serve two masters,” properly, at the same time.

The regulations in reference to School accommodations are having a very beneficial effect. Trustees are enlarging their School sites where necessary, and providing internal and external conveniences. Preparations are being made in L'Orignal, Hawkesbury, and Vankleek Hill, by the Trustees of the High and Public Schools in conjunction, to build School-houses, each to accommodate from three to four divisions, with a corresponding number of teachers, and to cost respectively from four to six thousand dollars. A number of new School-houses, of superior construction, will also be built in rural Sections during next summer. I am exerting a *gentle* but *firm* pressure in these matters at present, as I do not think it advisable to be too harsh at once, as many of the Sections are far from being wealthy, and I feel that if I can only get up an interest in School matters, and raise the standard of the Schools, so as to create a *STRONG impression* in their favour, and banish the *present indifference so frequently manifested*, new School-houses and other necessary requisites will *speedily follow*. I find a general feeling of satisfaction among Trustees and intelligent thinkers with the New School Law and Regulations as regards School accommodations. Trustees say, “It is just what we have very much needed, as we now have a very good excuse to carry out these reforms, in matters of School accommodation, of which we have long seen and felt the necessity.” The only fault-finding is among that portion of the community who always object to any reform, however necessary, if it has the effect of slightly increasing their taxes. I think I can safely say, that the general impression among those best qualified to judge correctly, is that the new Regulations are *not too stringent* under the circumstances.

I know of only *one* School in my district closed (nominally) for want of a teacher. It

is a French School, and I do not think that the Trustees exerted themselves to get one.

COUNTY OF RUSSELL.

The Rev. Thomas Garrett—Anticipating irregularity in regard to the Trustees' reports, I at once notified Trustees and teachers to meet me, at an appointed time and place in each Township, for the purpose of correction, &c. This measure was attended with very profitable results, as far as practicable, and doubtless would have been much more so, had not a violent snow storm intervened. However, I was fortunate in meeting with part es who most needed information, and many of whom, strange to say, after a long experience as Trustees, had never presented their annual report at the annual meeting, or knew that they were responsible for its correctness.

The first and most important objects to be effected in this County, are to enlist the sympathy of the masses, and wake them up to a lively sense of their own interests in the cause of education. I rejoice to find that those whom I have had opportunity to instruct, in regard to duty and the benefits of its performance, have already evinced manifest and practical interest. I have taken occasion to address evening meetings, and especially to be present at as many annual School meetings as possible in one day, and also special meetings, directing their proceedings, &c., and in every case I have advanced a step nearer the desired position, as may be noticed in the frequent applications to your Department for maps, books, &c.

Doubtless the state of feeling hitherto has been comparative indifference, respecting the operation of the School law, and in consequence of this and the backward state of material wealth, the educational status has been, and is yet, deplorably behind the times. However, there is ample encouragement for large prospects in future, if only the existing machinery be applied with prudence and moderation, but with firm purpose. As far as I have been able to ascertain, I find that the opportunity afforded to ministers of religion for giving special instruction to pupils has been almost or altogether neglected: consequently I have nothing to report under that head. There are not more than five or six public libraries in my whole district, and of the few I feel quite safe in saying that the utility, practically speaking, is imperceptible so far. In general the authorized text books are exclusively used in the Schools, but they are very inadequately furnished, chiefly owing to the fact that they cannot be procured nearer than Ottawa city. If the Educational Department could establish a branch Depository in some central place, or perhaps better, with the Inspector, I feel confident that, in the course of one year, we would find double the amount of books in the Schools, of that which at present they possess. Every teacher complains of the sparsity of books, and Trustees and parents make answer that they cannot procure them nearer than Ottawa. I am happy to report a marked improvement in the diligence and efficiency of teachers, and a prompt lively interest in the cause, is made evident by the many efforts that are being at present put forth, for the erection of new School-houses, and the equalization of School Sections, so that *I can say the provisions of the improvement Act, are with one single exception, well received and duly appreciated*, but in that single exception, there is this apology: The Section is so isolated, that their nearest neighbour Section is about ten miles distant, and they are a mixed population of French and British. They have utterly disregarded all law and regulations, so that, though I visited the Trustees for the purpose of reviving the School, they have disagreed among themselves, and neglected to send me any report whatever, hence the entire blank opposite their number in my report to the Chief Superintendent.

Teacher's salaries have increased amazingly since the teachers' examination in December last, but we yet remain in the back ground with regard to efficient teachers; and will do so unless some provision be made at Ottawa, in order to facilitate the development of our superior natural or native element, for the production of trained teachers. Those who are capable of enduring physically the roughness and hardships of our rude Sections, cannot afford to leave home and pay for their board and tuition at a High School, where doubtless they might obtain the necessary training to fit them for the position of teacher. And those who have been brought up in easier circumstances, on acquiring the necessary training and qualifications, immediately seek an easier berth, and better remuneration than our rural sections are able or disposed to give.

The effects of the working of "Regulation," regarding School accommodation, in the Schools under my charge have been as follows:—

1st. Active preparations are being made for the erection of eight new School-houses, intended to be completed by midsummer.

2nd. Five other corporations have promised me that they would provide suitable furniture in shape of desks, presses, &c.

3rd. In nine Sections I have been promised maps, books, blackboards, sheds, out-houses, &c.

4th. One has made arrangements for the teacher's residence; two have made a purchase of maps, tables, &c., from the Department; three others have already made improvements in extending their limits, and one has made an addition to School-house, affording double the former space. About five other Sections contemplate building at an early date, and the general aspect of things looks brighter, as there is universal attention to neatness and taste, which hitherto had been almost or altogether disregarded.

I have no hesitation in saying that these improvements are the result of careful administration of the wholesome provisions of the new Act. I have held evening lectures in the various Sections above noted, always having more or less pupils present, when I would give some practical illustrations of loss sustained by present deficiency, and at the same time proving what would be gained by sufficient accommodation. However, in a few instances I am convinced that the new School-house is the fruit of having positively stated to Trustees that I would withhold the public money unless they should build. My first plan is to gain the approbation of the people, and then threaten the Trustees with personal responsibility. However, on the whole, the provisions of the law have been received favourably, and bid fair in future.

COUNTY OF LANARK.

Henry L. Slack, Esq.—There is adequate accommodation for the children of School age in most of the School Sections under my jurisdiction. In cases where such accommodation does not exist, I have plainly pointed it out to the Trustees, who have promised to remedy the defect; in fact, improvements have been made in many instances within the past 9 months. There seems to be, in the majority of cases, a growing desire to make the School-room more *commodious, comfortable and respectable*, though there are, it is true, isolated cases, where any improvement on the *bare log building* is out of the question.

I found in operation in the County 120 Schools, in which were employed 133 teachers, qualified as follows, viz:—

1st Class Provincial Certificates,	1
2nd Class " "	5
3rd Class county, granted July, 1871,	23
1st Class till annulled,	24
1st Class for definite periods,	6
2nd Class till annulled,	2
1st, 2nd and 3rd Class expiring December, 1871,	47
Specials to December, 1871,	25
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The following table shows the salaries paid:—

Teachers receiving \$500,	1
" " \$400,	3
" " \$350,	1
" " \$300,	13
" " \$250,	11
" " \$200,	13
" " \$150 to \$200,	47
" " \$100 to \$150,	40
" " \$100,	4
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In making my first visit to the Schools under my jurisdiction, my chief endeavour has been to re-organize the classes according to the new programme of studies prescribed by the Council of Public Instruction; and I must say that, in the majority of cases, there was a very great need for such re-organization. In some Schools the study of grammar has been very much neglected, in many cases parents actually forbidding the teacher to give instructions in it to their children. Pupils are generally pushed forward too fast in reading, to the total neglect and disregard of everything else.

The mechanical arrangements in the Schools were quite as good as I expected to find them. One thing in particular I had to call the attention of Trustees to in almost every Section, and that was the absence of sheds and out-houses. I expect to see such defects remedied before my next visit. There seems to be an increasing interest in School affairs. Both Trustees and teachers have, I think, been convinced of the necessity of paying stricter attention to their respective duties, in order that they, the former, may have their Schools secured to them, and the latter may be properly qualified to take charge of those Schools.

COUNTY OF RENFREW.

Rev. E. H. Jenkins, M.A.—Schools and Attendance.—Including the incorporated Village Schools and the Roman Catholic Separate Schools I find that there were 112 Schools in operation during the past year, and that these Schools were attended on the day of the Inspector's visit by 2,614 pupils.

Disproportion between the No. who attend School and the entire population.—Persons who have experience in such matters, and who are considered good School statisticians, set down one-sixth as a reasonable proportion between the pupils who should attend School and the entire population. The population of this County is 27,974. If we look at the number of population in the County, and then at the number of pupils who actually attend School, we must notice a lamentable disproportion. And while this disparity exists, teachers will find insurmountable difficulties in the way of successful teaching.

Causes.—In such a County as this there are many things which conspire to produce such a disproportion. In some rural Sections the pupils live a long distance from the School-house, the roads are bad, and the parents so indigent, that they cannot provide the necessary clothing and books. During the summer months it is rarely that boys of the age of 12 or 13 years are seen at School.

Inadequate remuneration paid to Teachers.—All of our teachers in this County are very much underpaid, considering their position, and the value of the services which they render to the community. It is very distressing to those who have the educational interests of our country at heart, to witness year after year, so many of our ablest teachers abandoning the profession of teaching, because of the small remuneration their services command. It needs no philosophic eye to notice how exceedingly injurious to the best interests of our country is such a state of affairs as this, which we are now describing. If our country is to advance with the grand progress of civilization, and if Canada is to take its place as a power amongst the nations of the world—it must be by educating the rising generation—and education is perfectly identified with the welfare of teachers. This want of proper remuneration is the reason why the profession of teaching has assumed so fugitive a character in our country. The great distinguishing feature of the teaching profession in the present day is a want of permanency and stability. This has induced so many so-called teachers to adopt the profession of teaching, as a temporary expedient, and not as a life-work. And while this state of affairs continues, we must not expect to find our Public Schools in a healthy and vigorous condition. I feel that if education is to advance in this County, Trustees and others must give greater prominence to the position and circumstances of our public teachers. They have a responsible and difficult duty to perform, and we cannot expect satisfactory results from a system, where the just interests of the teachers are neglected. The very nature of their occupation makes it impossible for many of our teachers to subsist upon the coarse food provided, or to endure the wretched accommodations offered. There are many persons who would object to such a line of argument as this by saying: "Our Sections are poor, and we do all we can for the welfare of teachers, and what more can be expected?" It is true that there are many Sections, and this may sometimes be said of all the Sections in a Township, that they cannot as yet, on account of poverty,

remunerate proper teachers ; and they have to be content with any kind of teacher, who is willing to teach for the remuneration they are willing or able to offer. But it is also true, that there are many Sections, which are comparatively speaking wealthy, whose Trustees go forth, as it were to market, in quest of the cheapest teacher they can find for their School Section. Such a course cannot be too severely denounced. It not only tends to degrade the profession in the estimation of the public ; but it aims a blow at the manliness and self-respect of the teacher.

Qualified and competent Teachers imperative.—I maintain that it is a matter of imperative necessity, in the interests of education, to secure to our Schools the inestimable blessing of well qualified and competent teachers. This is a subject which demands our thoughtful attention, and to which we cannot give too great a prominence. A matter of the most vital importance to our Schools, and to the advancement of a good and sound education, is the appointment of able teachers. No person can have any intimate knowledge of the condition of the Schools in this County, without being convinced of the truth of the adage, that a "good teacher makes a good School, and a bad teacher a bad School." We do not wish to be understood as advocating the introduction of a system which will give us simply scholars as teachers—for these are by no means the most successful of teachers. It would be exceedingly impractical to limit the qualifications of a good teacher to intellectual endowments, but we would say good health, love for the work, and the requisite amount of energy are indispensably necessary. To have teachers possessed of these qualifications is our high ambition. We desire to see a number of earnest and well-trained teachers employed throughout the County. If any person in the present day were to set himself up as a medical practitioner, without any knowledge of the profession, his pretensions would be simply laughed at. But it is strange that persons do not reason in a similar manner, with regard to a subject of such overwhelming importance as education ! The Trustees to whom we have already alluded, who go forth in quest of "cheap teachers," find as the result that they have generally succeeded in securing the services of persons, who can only make a pretence of teaching what they cannot teach, because they do not possess the necessary qualifications, and have never received the necessary instructions in the art of teaching. We repeat it again, the great want of our County is the appointment of earnest and trained teachers. But how are we to supply this want ? This is a question of great importance to our Schools, and the answer is equally important. It is by a better remuneration on the part of Sections to teachers. A sort of generous rivalry to do what they can for the profession. When the position and prospects of teachers are improved, persons will then be found willing to qualify themselves for the profession as a life work. And only from such a class of persons must we expect to find efficient and successful teachers.

Normal School Teachers.—I have noticed that very beneficial results have been obtained, not only to the section immediately interested, but also to surrounding sections, by the appointment of earnest and trained teachers from the Normal School. In many instances pupils from Schools taught by such teachers have been qualified to act as teachers with considerable success ; and teachers from other Sections, who have not received the advantage of Normal School training, acquire experience in the work, and practical views with regard to teaching by occasionally visiting such Schools. The reason why Normal School teachers are so successful in their work is to be accounted for by the fact that they have made education a distinct profession. They have prepared themselves for the work, and have received proper training. It is also gratifying to find that teachers trained at the Normal School are becoming more and more appreciated, for wherever they have charge of Schools, success attends their efforts. It would be of very great advantage if two or three such teachers were to be found in every township in the County.

Condition of the School-houses.—The School-houses are, generally speaking, commodious. There are, however, some very great exceptions to be found where the children are huddled together within a very inconvenient space. Trustees have done a great deal in the past, but there remains much to be done. Trustees have hitherto considered that they have done all that the law requires if they have managed to put up a few logs to shelter the pupils from the rain, or the cold of winter. They have only in two or three instances provided the necessary outside conveniences, and in many Schools there is a lamentable want of desks, of black-boards and maps. I cannot mention one Section in the County

where there is any great anxiety manifested to make the School-house neat, attractive and complete in all its arrangements. It would not, surely, be a very great undertaking for Trustees, and others, to plant shade-trees around the school building, and to encourage teachers, as well as pupils, to take an interest in the cultivation of flowers, for by these means many useful lessons may be taught which cannot be learned from books. Trees would tend not only to beautify the ground, but also to purify the air, and keep it pure. The adoption of such a course would also tend to make the School popular and attractive. The manner in which some of our Schools are crowded must exercise a very injurious effect upon the health of teachers and pupils. It is also impossible to maintain proper discipline within such low and confined places. I would regard pure air as a vital element in education. If the School-house is in a dirty state, or the atmosphere impure, the order is bad, the teaching is bad, the morale of the School is bad, and time spent in such a foul place is worse than lost. Many teachers know by painful experience the inconvenience of many of our Schools, and how utterly unfit for teaching purposes the general arrangements are. The inadequate and wretched provisions hitherto made by many Sections in this County, for the accommodation of pupils of School age, made the passage of a law defining the dimensions of each School-house a matter of prime necessity. Trustees and others who considered the matter, frequently remarked how utterly inadequate for teaching purposes, and for the proper maintenance of discipline were many of their School-houses, and yet, with a strange pertinacity, because the law did not compel, or because no responsible person was empowered to enforce compliance, they allowed their School-houses to remain in the same miserable condition for, perhaps, twenty or thirty years. What were the effects of such a state of things? The natural consequence, of course, followed. When men can neglect to make a proper and a wise provision for the accommodation of their children at school, it is but an easy step to neglect education altogether, and to ignore its inestimable blessings and advantages. I could name several Sections which are, comparatively speaking, wealthy, where the people have built good, substantial and even elegant houses, and where they have churches which reflect credit upon their large-hearted liberality and Christian efforts, but where the School-house remains as a memento of the past, and frequently of their indifference with regard to education.

Since my appointment to my present position, six or seven new School-houses have been, or are about to be, built. Not one of these buildings would have been undertaken if I had not strongly represented to the Trustees and the ratepayers the necessity for increased accommodation. The method which I have adopted hitherto, in all cases, to enforce compliance with the requirements of the law, has been one of moral suasion. For this purpose I have called special meetings of the rate-payers, and have addressed these meetings on the benefits and advantages of having a good commodious and attractive School-house. I have shown them how injurious to the health, and how detrimental to the educational progress of their children is the want of such a School-house, and the result has been that at every meeting called for the purpose, the rate-payers voted *unanimously* to build a new and commodious School-house. In this respect my duty has been easy and pleasant, and not in one single instance have I been compelled to threaten the withholding of public money because of non-compliance.

School Discipline.—We are no advocates of that half-play and half-working system, and loose discipline, which prevails at many of our Schools, where there is more the pretence of education than the reality. It is a matter of prime importance that children should learn at School the useful lesson of earnest and vigorous application, and to do thoroughly, and with all their energies, whatever they are called to do. The teacher's time, when at School, should be mainly occupied in teaching, and not in the work of preparation—a work which can be effectually done at home. By this means parents can take a loving interest in the educational welfare of their children. I find that wherever teachers have adopted such a course, very beneficial results have been obtained. The parents in all such cases have taken a lively interest in School affairs, and have been able to sympathize with their children's efforts.

Reading.—The attention paid to the subject of reading is, on the whole, very satisfactory. It is gratifying to note that wherever female teachers of average respectability have been employed, the reading is unexceptionably good. The defect most observable in the reading of a large number of pupils is that they mechanically travel over the passages, reading

plainly and correctly, yet without due apprehension of the ideas or facts thus suggested. This practice can only be got rid of by teachers insisting on their pupils reading in a more intelligent manner, and by an after examination with closed books, as to the subject matter of the lesson. Another defect, which is very much to be deprecated, is that of fast reading. This is simply intolerable, because it is so unreasonable. There are many pupils who, when allowed to read according to their usual manner, travel on at railroad speed, heedless of comma, period or any such slight obstacles, until they are at last compelled to observe a grand full stop—induced by a want of breath. It would be well for teachers who allow such a very bad practice to prevail, to have the golden rule of reading constantly exhibited before their eyes:—

“ Learn to speak slow; all other graces
Will follow in their proper places.”

I have been very careful when this is the case, to read over the whole passage very slowly, and then request the pupils to read in a similar manner. Such a very great defect requires the careful attention of teachers.

Writing, as taught in our Schools, is generally speaking too small, and illegible. The letters are either not completely formed, or they are formed by alternate broad and fine strokes, which gives the whole page a blurred appearance, and makes the words difficult to read. I would advocate the adoption in our Schools of a large and bold style of writing, instead of the small and weak style which seems to prevail, and which many persons very erroneously imagine elegant. Pupils should be taught to imitate broad printing, rather than fine engraving. A lamentable want of neatness is exhibited by the state of the copy-book, and a want of cleanliness with regard to the writing. In many Schools when the writing lesson is over, the pupils are allowed to throw their books into any hole or corner they think proper. The head of each class should carefully gather up the books of the class and hand them to the teacher, to be carefully laid aside in the desk. Where these defects exist I think we may safely attribute them to the carelessness of the teacher, and the want of proper supervision. In many instances the pupils have the “headline” written out by the teacher, they are then requested to go and imitate the same—and there and then every supervision ceases. The teacher should notice every defect, every daub, and every irregularity in the writing. In order to do this successfully, he must every now and again pass behind his pupils, and notice how they hold the pen, and by example and reproof, correct and amend whatever offends the eye. And wherever the teacher neglects this proper supervision, he will find his pupils careless, and their work slovenly performed. The copy-books which are generally used are home-made of every size and description, from the large folio edition, down to the mere leaf or the last remains of an old copy-book—the cover. In some of our rural Sections, where they have not frequent communication with towns and villages, this happens as a matter of necessity; but in towns and villages, this defect may be remedied by parents purchasing a graded series of copy-books. There are very great advantages derived from the use of such books.

Arithmetic.—The attention paid to the subject of Arithmetic is not on the whole satisfactory. There is a respectable number of Schools, where the pupils have made marked progress, and where their attainments in this respect are quite respectable. But with regard to a very large majority of our Schools it is not so. This I regret to add, is especially the case, where female teachers are engaged. In Reading, Geography and Grammar, they generally excel, but experience and facts which are “stubborn things,” testify as to their general inefficiency as teachers of Arithmetic. The unsatisfactory attention paid to the subject of Arithmetic, has induced me to investigate closely into the cause, and so endeavour to provide a remedy. With this object in view, I carefully observed the method adopted by many of our teachers when teaching the subject. This method I find such as to destroy the spirit of self-reliance in the pupil, when attempting to solve a question. It is a practice adopted in many Schools to allow the pupils to work out one sum after another, as laid down in the book, and if they can manage by “hook or by crook” to arrive at the correct answer as given in the book, they are perfectly content whether they understand the principle of solution or not. They thus resolve the study of Arithmetic into a mere mechanical work which must run in one and the same course, but when once the course is altered, they are widely astray. There cannot be in such a method any mental discipline, for the pupils

when removed from the book, are not capable of approaching a question in an intelligent manner, so as to arrive at a correct answer. They have not been taught after an independent manner. Another reason which may, to a very great extent, account for this lack of self-reliance, is the want of black-boards, which through the negligence of Trustees have not in many instances been provided—or it may be through the negligence of teachers in not making use of the same when provided.

Value of New Programme.—I cannot help remarking how frequently we find Schools in this County where the pupils are well advanced in one or perhaps two subjects, but who know absolutely nothing concerning many subjects required by law to be taught in our Schools. There are very few Schools in the County where the pupils are generally well-informed on all the subjects required to be taught. History and Geography are not taught in many Schools, and in a few rural schools Grammar is not taught. In Geography I find many schools where the pupils have quite an extensive knowledge of the maps of Europe, Asia, Africa and the United States, when they cannot tell the capital of their own country or the names of its Provinces. However the new programme will remove such an unpardonable anomaly as this.

Competitive Examinations.—I believe the adoption of Competitive Examinations open to all the Public Schools in the County would prove a very great advantage, and be attended with very beneficial results. If such a course were adopted it would give a great impetus to education by rousing a spirit of generous rivalry amongst teachers and pupils alike. It would be the means of infusing a new energy into our schools and of stirring up a spirit of emulation amongst pupils. With this object in view I have urged upon the County Council the advisability of granting a sufficient sum to make the rewards attractive and to carry out so beneficial an arrangement. They have promised in due time to attend to the matter.

Coöperation of the Teachers.—The teachers throughout the County have undertaken earnestly, and I may say enthusiastically, to give the "New Programme" a fair trial. Many persons have raised complaints against the "New Arrangement" because of the expense entailed on parents in the purchase of the requisite books; and considerable hostility has been manifested against the introduction of some of the subjects laid down in the programme, which have been characterized as "new fangled notions," suitable for towns, but thoroughly unsuited to meet the wants of the country. But the thinking and intelligent portion of the community, who feel an earnest interest in educational improvements, are decidedly in favour of the New Programme, and look upon its introduction as the commencement of a new era. My own conviction is that when the New Programme has been fairly tried it will be found of inestimable advantage, and the average attainments of pupils will then be found much more respectable than at present.

Unnecessary Alarm Created.—I think a great deal of unnecessary alarm has prevailed amongst Trustees and others because of the high standard of qualifications demanded of teachers. Many persons have stated that if this course is still pursued, more than three-fourths of our Schools in the County will become vacant. But when it is stated that County Boards have authority to grant a temporary license to any teacher whom the examiners think competent to teach a School which would otherwise be vacant, the whole difficulty is removed. I believe the adoption of such a high standard of qualifications is very wise and expedient, and in due course will produce very favourable results. It will not only be the means of raising the profession in the public estimate, but it will also tend to give, what is much needed, permanency and stability to the profession. It will also have the good effect of excluding from the profession persons who have no intention of making "teaching" a life-work, but who have adopted the profession as a temporary expediency—a stepping-stone to something else.

Compulsory Education.—With regard to the "compulsory clause" of the New School Act, I believe its provisions are very wise and expedient, and when enforced with due care and judgment by the Trustees will be a strong motive power in making our Schools more efficient. In every case where Trustees have applied to me, in regard to the enforcement of this clause, I have advised them to visit personally the parents of the pupils and enquire into the cause of non-attendance, and exhaust every moral means to attain their object; and when having so done they still find the parents careless and indifferent, then as a last resort to enforce attendance. Our present system of education has been carried

into effect by a large expenditure of public money, and is the result of the thoughtful attention of persons who have made education the chief study of their lives, and it would be a great absurdity to allow its good and wise provisions to fail because of the negligence or indifference of parents. And it is an evidence of the good common sense of the people of this County, when they can say with regard to this "compulsory clause," "It is the very thing we wanted."

Singing.—It is with pleasure I have to state that the introduction of singing into our Schools has been attended with very happy results. These exercises are calculated to make the pupils more attached to the School, and to make them feel more at home when there. They also tend to create a greater sympathy between teacher and pupils. It is delightful to hear the children singing.

This report has been read before the County Council, and by their request published in pamphlet form for the information of Trustees, Teachers, &c.

The scarcity of labour and the high wages demanded are the reasons given why parents require the feeble assistance of their children on the farms. But it is worthy of note that I have found the children of parents who are engaged to work by the day as labourers on farms, &c., regular in their attendance at School, whilst the farmers who hire such labourers require the services of their own children on the farm. These instances may be taken as evidence that a much greater number of children might attend School, even during the summer months, if parents were willing to undergo a little more self-denial and self-sacrifice. It is of far greater moment for parents to give a good education to their children, than it is to leave them well off with regard to money matters. For where the education which has reference to this world is neglected, we may naturally expect that the higher and more important education which has reference to another world, will in a similar manner be disregarded and overlooked. Yet though these instances be found, and though this disproportion exists, we may say, with regard to the great mass of the people, that they are very favourably disposed towards education. They are truly desirous that their children should enjoy the inestimable blessing of a good and practical equipment for the ordinary transactions and duties of life.

Obstacles to Advancement of Education.—I have ascertained that the principal obstacles to the advancement of education in this County are the following:—1st. Want of method on the part of teachers. 2nd. Want of school apparatus, and the want of books induced by the poverty and sometimes the apathy of parents. 3rd. The very irregular attendance of pupils.

COUNTY OF GRENVILLE.

The Rev. George Blair, M.A.—The number of School-houses in the County of Grenville, including the villages of Kemptville and Merrickville, but not the town of Prescott, may be estimated in round numbers at 90. Of 87 School-houses which I was able to visit, I found that the materials were as follows:—stone, 36; brick, 2; frame, 9; log, 36; grout, 1; rented or temporary, 3. Of the stone School-houses, Augusta has 14; Edwardsburgh, 12; Oxford, 4; Wolford, 3; and South Gower, 1. Of the two brick buildings, Edwardsburgh has one (near Prescott), built last year; the other is in Section No. 4, Wolford. The log-houses are distributed as follows:—Augusta, 5; Edwardsburgh, 6; South Gower, 2; Oxford, 13; Wolford, 10 (including one in the village of Merrickville).

Speaking generally, I must say that the state of the School-houses is deplorable. Almost invariably the log-houses are furnished in the olden fashion, with long desks arranged around three sides of the room, and the pupils sit on seats or forms without backs, facing the walls or windows, except when, in cold weather, they turn their backs to the desks, and sit huddled around the stove; and this is often rendered necessary by the numerous chinks or air-holes which time has been making between the logs and around the window sashes.

The stone and frame School-houses are generally rather better equipped, with seats and desks in rows, in modern fashion, fronting the teacher; but generally even these (with some creditable exceptions) are far from being such as they ought to be, shewing broken plaster, cracked walls, broken windows, loose sashes, with air-holes all round, and

often the floor in a very rough and shaky state, utterly inconsistent with comfort, not to speak of neatness or elegance.

It may give some idea of the carelessness evinced as regards the comfort of the children, and the proprieties of life in constructing our country School-houses, that not so many as one in three of the Schools in this county is furnished with an out-house for decency; and, as a general rule, instead of courting the shelter of woods, or surrounding them with graceful shade-trees, even for ornament, they are stuck down on the most exposed situations on roadsides, or, if possible, at cross-roads, with not a tree, or a shade or shelter near them—not an out-house for common decency where boys and girls are assembled for hours together; and often not even the merest apology for a wood-shed; so that in wet weather the stove wood, if there happens to be any flung down carelessly about the doors, simply hisses in the stove. These remarks apply not to the log-houses only, but even to much the greater number of those constructed of stone, which have generally been built for meeting-houses quite as much as for Schools.

There are not two schools in the County that have more than one fourth of an acre of ground attached; and by far the greater number, even of the stonie School-houses, have nothing but the bare site they stand on, sometimes partly projecting upon the public road.

Of our 90 teachers, I return only 16 as subject to the payment of \$4 per annum, on account of the Superannuation Fund. The proportion of male to female teachers in this County is therefore about 16 to 70, or less than 1 to 4. In the County of Durham, of which I was Superintendent for three years, the proportion of male to female teachers in 1867 was 66 to 30, or more than 2 to 1. In this County (Grenville) Augusta has 5 male teachers; Edwardsburgh, 5; Wolford, 4; Oxford, 2; South Gower, 0. Excluding one or two who belong to the last generation and teach small Schools, the male teachers, holding generally the larger and more important Schools, command a salary averaging \$330; some two or three are this year (1872) paid \$400; several \$300. The salaries of the female teachers average \$150 to \$160. Not more than four or five in the County received last year so much as \$200; several had \$100, and even less. One fortunate teacher in Wolford boasted a salary of \$60, with the privilege of *boarding round*!

So far as I can learn, the salaries this year have risen generally five to ten per cent.; in some cases twenty per cent.

Of the male teachers, I find that 9 were natives of Ireland, 1 was born in England, and 1 in Scotland; the others, and almost all the female teachers, are Canadian, born chiefly in Grenville. With very few exceptions, indeed, the teachers are natives of the County, and generally teach Schools not far from their own homes.

The average age of the male teachers (varying from 22 to 68) was 41; of the female teachers, 21—a few being not more than 17 or 18.

Of 72 teachers whose religious denomination I noted, I find that 24 (or one-third) are Wesleyan Methodists; 16, Presbyterians; 14, Church of England; 10, Roman Catholics; 6, Methodist Episcopal; and 2, Baptists. The Roman Catholics teach chiefly in Public or Protestant Schools, as there are only two Separate Schools in the County—one in Edwardsburgh, near Johnstown; the other in Oxford, near Burritt's Rapids; and the latter is not at present in operation.

In many of the Public Schools a considerable proportion of the children are Roman Catholics.

At the July examination of the Leeds and Grenville Board (the first held under the new law), there were only 2 teachers who obtained Second Class Certificates, grade B., and neither of the two belonged to Grenville; the number who obtained Third Class was 55, of whom only 12, or not one-fourth, belonged to Grenville, whereas its proper proportion would have been one-third. At the second or December examination, again only 2 candidates obtained Second Class, grade B., both of whom were teachers in this County (one in North Augusta, the other in Merrickville); and of the 56 who obtained Third Class, 20 belonged to Grenville, being rather more than its own proportion. Mr. Scott, one of the two Second Class, has gone west (to Clinton); there is therefore at present only one teacher in the County who possesses a Second Class qualification under the new law; and the number who hold a Third Class under that law is only 32.

To the number of *legally qualified teachers*, however (in the strict sense of the words),

must be added those who held unlimited certificates under the old law ; that is, certificates good until revoked ; and also the holders of limited certificates not yet expired. Of the former, I can find only 5, two of whom retired from the profession this year ; and of the latter, there are not more than 3—making in all 6 teachers now in this County legally qualified under the old law.

The total number therefore who hold certificates at this moment as legally qualified teachers does not exceed 38, or rather more than one-third, but not nearly one-half of the whole. Hence the necessity which I have found of issuing a great many special certificates, without which more than one-half of the Schools in this County must necessarily have been shut at present, and probably for some time to come.

From the teachers I now proceed to the scholars and their attainments. I visited the Schools in the months of October, November, and December—months which ought to shew an average attendance. In the Schools which I found in operation, the aggregate number of names in the registers for the whole year was 4358 ; the actual attendance in the same Schools (carefully counted) was 1741, or almost exactly two-fifths of the School-going population. In some cases I could only obtain the number of names on the register for the second half-year, so that I am inclined to think the actual attendance at any given time may be estimated at not more than one-third of the aggregate School-going population. Taking the Schools all over, the average attendance was 25 ; in some few it was so low as 6, 8, or 12, the ages averaging from 5 to 15.

Some idea of the attainments of the pupils in our rural Sections may be obtained from the fact that the average number reading in the Fourth Reader in any School was 5 ; in the Fifth Reader about the same ; and in many cases I found that those reading in the Fourth, and even in the Fifth Reader, could not work a simple sum in Reduction. To find pupils acquainted with Simple Proportion was rare. This entirely accords with the fact that in the great majority of these Schools the black-board is so small and poor, or so inconveniently placed, as to be useless, and frequently it shews signs of being never used. In 9 Schools I found no black-board at all ; and in some cases where I discovered an apology for a black-board, and wished to illustrate some rule, or to mark down something to be remembered in connection with the new regulations, no chalk was to be had, and I was helpless. Of course the Trustees got the blame for this, and perhaps in some cases deserved it.

Speaking still of the rural Sections, in contradistinction to the few village Schools, I found an average of only 5 or 6 in each, who knew, or pretended to know, anything whatever about Geography ; and even what they did know was generally little or nothing. This will be understood when I state that there are about 40 Schools in the County in which there is not a single wall-map, and the children generally have not the slightest idea of the world they live in. In Augusta, with its 14 stone School-houses, 15 of its 24 Schools have no maps ; Edwardsburgh has 7 without maps ; Oxford, 7 ; Wolford, 9 ; and South Gower, 2 out of its 5 Schools. It is true that in most of the Schools there are a few who have Lovell's Geography, but these are exceptional cases and rare.

In the study of English Grammar, the rural Sections in this County are no farther advanced than in Geography. Generally the 5 or 6 (on an average) who have Lovell's Geography have also a Grammar, and they belong to the privileged class. To say that it is a general thing in our rural Schools for the pupils to learn to speak or write their own language correctly would be simply untrue ; and to suppose that they can ever learn to do so, or to know much of Arithmetic, under many of the present teachers, with their defective qualifications, would be simply absurd. When I say *many* of the present teachers, I do not mean to say that there are not also many exceptions.

The School-houses in this County are (as stated in my Special Report) very bad and defective, and when the new Act passed, the impression went abroad that almost all the Schools now standing would have to be pulled down and new ones built. This caused general dismay. It was expected that I would condemn the log-houses all over, but I have not done so. On the contrary, I have acted with the greatest caution in the matter, and have condemned only one or two, which, I may say, that the people themselves had already condemned. In fact, I have been urged by some of the people themselves to condemn houses which I have not condemned, because I feel that the first work to be done is a re-distribution of the Sections. Many of the Sec—

tions are too small and too poor to erect or support an adequate School—and to condemn the little log-houses now existing in such Sections would be absurd, until we see whether the Sections could be either enlarged or annexed to other Sections.

On the whole the effect of the Act has been, that a considerable number of new School-houses are being erected over the County—quite as many as I can attend to, considering the usual amount of quarrelling about sites; and I feel that the work of renovation is proceeding as rapidly as is desirable, to have the work well done. A new double School-house is about to be erected in Edwardsburgh, and we expect soon to have elegant new School-houses in Kemptville and Merrickville, besides several in the rural Sections. Indeed, I think it is necessary rather to restrain than to stimulate the disposition to build new School-houses and to quarrel over them, until we get the Sections a little better distributed and equalized. Some Sections are far too poor; others are positively too wealthy, and pay nothing at all. A new School-house, built rashly in the wrong place, has a tendency to perpetuate this inequality. And I regard with positive apprehension, the erection of some School-houses now in progress or in contemplation, because I fear they seal the doom of some poorer Sections adjoining, which ought to have a portion of the larger Sections annexed to them. I am about to bring this matter before the Township Councils as soon as I can find leisure, and I hope to have committees appointed to re-adjust the Sections.

COUNTY OF LEEDS—FIRST DIVISION.

W. R. Bigg, Esq.—The general regulations with regard to religious instruction have not been followed during the past year by more than half of the Schools under my charge. I pointed out the necessity of this being done while on my tour through every Section of the Townships, and anticipate a marked change in this respect for 1872, particularly as I further intend to impress on trustees and teachers, in my lectures, the necessity of rectifying this and all other omissions, as well as to insist on the teacher holding quarterly examinations, &c.

I made particular enquiry in every Section during my visit through the Division, as to the Departmental Free Public School Libraries. I am sorry to say that I only found about 3 or 4 in the whole Division, these were in tolerable condition, but there seemed to be little or no demand for the books, and, therefore, a corresponding influence must be exerted on the community, which may be rendered “nil.” I do not think that the Canadians are a reading people. If the Department has in former times furnished Sections with libraries, other than those reported, no account can now be obtained of them, unless I were furnished with a list of the different Sections, with a view to a special and more searching enquiry.

Nearly all the Schools in my Division have the accommodation required by law, and in the few instances where any deficiency existed in this respect the trustees informed me they were about building a new School-house.

The result of the first examination of teachers, under the new Act, proved the truth of the opinion I had long entertained as to their attainments, and conclusively showed that in our United Counties, with scarcely any exceptions, we were almost destitute of even third-class qualifications. As you are aware, only two passed the required examination for a second-class, Grade B., in July, and three succeeded in attaining the same rank at the December examination. Of those who applied for a third-class certificate, only about one-third of the applicants have as yet succeeded in passing. Objections have been made that the examination papers were “steep” and “altogether too hard,” but I must confess that I am of a contrary opinion. No candidate can pass in England who fails on the required percentage in at least two important papers. Had this rule been adopted in Canada I do not think that more than twenty would have succeeded in passing in Leeds and Grenville instead of a hundred. Not one of the candidates for a second-class knew anything about Natural Philosophy and only a few displayed any acquaintance with History, Algebra, Geometry and Chemistry, and generally speaking it was the surplus marks obtained on some of the less important subjects on the programme for examination, that alone enabled the candidates to pass either for a second or third class. The cause of this lamentable deficiency (particularly displayed in Mathematics) may be traced to the neglect exhibited by the old County Boards. Many of the individuals composing them being

totally unqualified for their position, and consequently the duties of the examining body devolved on one or two. Instead of gradually making the examination questions harder, and endeavouring to stimulate the teachers to educate themselves up to the work, the standard was kept at the level of mediocrity. No questions were ever given in Natural Philosophy, Chemistry, Botany or Natural History. I have even seen Euclid omitted from the programme for a first-class certificate, while the knowledge required in Mensuration, was to find the area of a rectangle 16 rods long by 14 rods wide. No values were previously assigned to the questions, the judgment of the examiner was hastily passed on each paper, which was occasionally re-read whenever a few more marks were necessary to make up the nominal number required to pass. Even when the candidates failed to pass this insignificant ordeal, the pressure of each Local Superintendent was brought to bear in their favour, and one was passed because "he had kept a good school for some years," and "must have failed on account of nervous excitement," another "was popular in the neighbourhood and gave great satisfaction," these and a few other different reasons equally plausible were deemed sufficient to give a candidate, who had notoriously failed, a second-class certificate for six months or a year, and then, when the time had expired, and the circumstances of the failure forgotten, this same certificate was renewed to save the trouble of a fresh examination "as there were so many candidates, and it would save time." To the lucky candidates, however, who had succeeded in passing were awarded the highest honours, and first-class certificates were granted for one, two, and three years, "according to merit," while for some imaginary super-excellence in answering what were in reality easy, third-class questions, a certificate "during pleasure" was granted, which I shall have great pleasure in revoking as soon as possible.

The insight obtained at the July examination, as to the qualifications of the teachers, naturally caused great forebodings in my mind, as to the state in which I should find the schools, and I am sorry to state that my worst anticipations were more than realized. I commenced my tour in October, and finished it in December, spending on an average half a day in each school. I had at first made up my mind to assist each of the teachers in re-organizing the schools, but was met on the threshold with the information that "their time was up in a week or so, and then they were going to school;" others were shortly to be married, and some schools had changed teachers twice and even thrice during the year, beside which I found that most of the teachers knew nothing of most of the studies on the New Programme, and I found it impossible to make them understand how they should be taught without themselves being taught first. Under these circumstances I gave the best advice I could to each teacher as to the manner of conducting the school, and particularly inculcating the necessity of order, classification and a regular periodical review of each of the studies, recommended them to fit themselves as soon as possible for their important duties, and to introduce the New Programme as soon as possible. About 70 out of the 90 schools in my Division are under the charge of females, whose chief attainments are Reading, Spelling and Geography, combined with a very limited knowledge of Grammar, History and Arithmetic. I am therefore of the opinion that the attempt to carry out the New Programme will fail for want of material, and even if we possessed qualified teachers, some time must elapse before the schools in my division will be sufficiently advanced to begin the additional studies. With few exceptions the scholars read indifferently, spell miserably, and know next to nothing of arithmetic, History, Geography and Grammar. To insist, therefore, in such a state of things that the New Programme must be carried out, and "no departure from it will be allowed," and to compel ignorant pupils to study Composition, Linear Drawing, Vocal Music, Object Lessons, Christian Morals, Chemistry, Botany, Algebra, Physiology, Geometry, Book-Keeping, Mensuration, Natural Philosophy and the Elements of Civil Government, would appear to me very absurd. Even in a well-conducted Central School, such as Brockville affords, great difficulty will be experienced in attempting to teach so many different branches. Time alone will not permit it, and the only result will be less thoroughness in the more important branches, and a mere smattering knowledge of the rest. I am afraid that "a little learning is a dangerous thing" has been overlooked, and am satisfied that the New Programme will prove to be inoperative because impracticable. Nor will the day ever arrive that all the subjects mentioned therein can be taught in the Public Schools. I contend that no teacher of a school has sufficient time at his command to be

able to impart anything like a thorough knowledge of the leading branches ; having generally 5 or 6 classes under his charge the greater part of the day, is occupied with Reading, Spelling, Writing, Geography and perhaps Grammar, while so difficult is it to find time to teach Arithmetic properly, that most of the pupils are obliged to go on by themselves and "try to get the sums right" without having the principles of the science demonstrated. Again, such is the demand for labour that the boys are taken from school as soon as they can write "a decent fist" and are "pretty good at figures." Moreover, our best teachers are not conversant with all the branches of the New Programme, and none are proficient in them ; and even if such teachers were to be procured, think you that \$500 per annum would command their services ? A man possessed of such attainments could command far more than that by engaging in some other occupation. Nor is there any immediate prospect of salaries being raised in Leeds sufficiently high to procure the services of good teachers. The highest salary paid here, with few exceptions, being about \$15 a month, without board, for female teachers, and about \$10 a month and "board round," and even at this low rate you will be surprised to learn that great dissatisfaction is frequently expressed at the "exorbitant school taxes." A well to do farmer gravely informed me yesterday that his school tax for 1871 was \$10 and that "he could not afford it." The trustees of some of the school sections have also stated that \$10 a month was a large sum for the section to raise and that they could not afford to keep the school open for more than half the year in consequence. In reply to some of these gentlemen, I stated that such a sum was insignificant, and that plenty of them were able to pay it singly, that I alone had paid \$30 a month for 5 years while educating my son at the University of Toronto, and yet their means exceeded mine.

With regard to the school-houses, I found them in almost every instance entirely destitute of Maps and Apparatus, and some of them in very bad condition. I called the attention of the trustees, whenever necessary, to any of these defects, and generally found a willingness to comply with my advice.

COUNTY OF LEEDS—SECOND DIVISION.

Robert Kinney, Esq.—Very little can be said in favour of the Schools in this Division, No. 2, Leeds. Almost their only redeeming feature is that they are kept open by the Trustees for the whole year or the greater part of it, but the good that would naturally be expected to arise from a course of this kind, is reduced to its minimum, by the practice of engaging incompetent teachers, and by frequent changes of them. While they thus on the one hand avoid Scylla, on the other they are almost certain to make shipwreck on Charybdis.

The legitimate result of this is to be seen in the fact, as has been mentioned to me by more than one Trustee, that while they pay yearly hundreds of dollars for the support of their Schools, it is a very difficult matter to get a person qualified to act as Secretary at an Annual School Meeting. There are, however, a few Schools under the management of competent teachers, to which the above remarks, I am happy to state, do not apply, and which would compare favourably with the best Schools in any part of the Province.

There are no Museums of Natural History or Botany, no Magic-Lanterns, or other scientific amusements of any kind, for the pupils. Very little of the æsthetic, or the indirect enter into the educational problem, as it is worked out here. Memory is confounded with mind. The perceptive faculties are allowed to slumber. The great Book of Nature is yet a sealed volume, only recommended not prescribed, at all events not yet generally used in our Public Schools. We trust, however, that the day is not far distant when the seal will be broken, and the treasures of this great store-house laid out to view, and appropriated by intelligent teachers as instruments of mental culture—utilizing the philosophy of those who

"Find tongues in trees, books in the running brooks,
Sermons in stones, and good in every thing."

There are a number of schools closed for inability or indisposition to keep them open more than six or eight months in the year. There are about ten of this class. In most of these Sections, the majority of the children being small, are unable to attend during

the winter months. The Schools will open as soon as the winter breaks up and the roads become passable.

On my first visit I called the attention of Trustees to the want of accommodation, also other wants required by law. I found a general disposition to purchase maps, apparatus, &c., and to comply with the regulations when interpreted liberally.

There are six Municipalities in Division No. 2, Leeds, namely, Yonge and Escott Rear, Kitley, South Elmsley, Bastard and South Burgess, North Crosby and South Crosby, containing in all 93 School Sections, in all of which school has been held during the present year or a part of it. The general character of all these Schools is much the same—a total want of classification, maps, black-boards, apparatus of any kind. No libraries—little or no interest manifested in education.

The School-house is an uninviting-looking building, standing by the side of the highway, unenclosed, without shade-tree, or ornament of any kind, more like a monument of the "decline and fall of education," than an exponent of our public School system.

With few exceptions I have visited and classified these Schools, and found them as I represented above. There is not one in the whole of my Division fulfilling the requirements of the law in every particular.

It was a common thing to find children not familiar with the simple rules of Arithmetic attempting to read in the Fifth Book. As to the meaning of words, that was something quite new to them. Irregularity of attendance is another marked feature of these Schools.

In *Yonge and Escott Rear*, there are 14 Schools. 1, 7, 8, 12, and 14 frame; 2, 3, 4, 5, 6, 9, 10, and 11 stone. No. 13 is log. It is the Roman C. S. School. 5, 6, 10, and 11 are Union Schools. 6 is united with the High School, Farmersville. There are two teachers in separate rooms in the P. S. department.

In *Bastard and South Burgess*, 22 Schools. 1, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, and 17, stone; 2, 12, 13, 14, 18, and 20 log. No. 3 is brick. Nos. 1 and 2 South Burgess are log.

In *North Crosby*, 12 Schools. 2, 3, 4, 5, and 6, stone; 1, 7, 8, 9, 11 and 12, log. No. 2 Union School, Newboro; two teachers, separate rooms.

In *South Crosby*, 15 Schools. 4, 6, 7, 8, 15, and 16, log; 1, 2, 3, and 11, stone; 5, 9, and 10, brick.

In *South Elmsley*, 10 Schools. 2 and 3, stone; 1, brick; 4, 5, 7, 8, 9, and 10, log.

In *Kitley* 20 Schools. 2, 3, 6, 11, 15, 17, and 18, stone; 1, and 16 brick; 4, 5, 7, 8, 10, 12, and 22, log. No. 9, burnt down. There are two Nos. 7, in Kitley. One is the R. C. S. School. It was formerly a pig-pen. It underwent some little change; is now a School-house. No. 7, Protestant, is in a very inefficient state, owing to the establishment of the Separate School., there being only School population to sustain one.

COUNTY OF CARLETON.

The Rev. John^d May, M. A.—The majority of the School-houses I have been obliged to regard as below the legal standard. Not more than fifty are such as the law demands. I am happy, however, to be able to state, that a great many new ones are contemplated; and several handsome edifices will spring up in the County during the current year. There is a manifest desire, in most places, to comply with the requirements of the law in this respect. There are already, in various parts of the County, School-houses that would not be discreditable in the oldest and wealthiest Sections of the Province.

Notwithstanding all that has been said in the public prints and otherwise, I am most decidedly of opinion, that the regulations concerning School accommodation have had already (judging from my experience in this County), a very beneficial effect. Had no agitation arisen in the West, I believe you would never have heard a word of dissatisfaction from the County of Carleton. The people here, although, perhaps, somewhat slow to act, seem to have accepted the Act submissively, and, on the whole, without dissatisfaction. During all my travels through the County, condemning, as I have done, more than half the School edifices, I have never heard a word of complaint on account of my having done so. Several new School-houses are now about to be built, and that in consequence of the Act, and the people do not complain.

There are, however, certain barren sections of the County, in which the new acquirements with regard to School accommodation cannot be insisted upon. These, however, are not numerous; and I think some scheme might be devised to relieve them from a too severe application of the law. One of the wealthiest sections in this, or any other County, has been, hitherto, content with a hovel, called a School-house, in which some of the *very* wealthy residents would never consent to house their hogs; and, had not the new Act awakened them, they would, probably, have gone on in the same way indefinitely. I mention this as a sample. I condemned the hut, of course; nobody murmured, and I fully expect to see, before next Winter, in that section, one of the finest rural School-houses in Canada. Similar remarks will apply to many other sections. I am more than ever of opinion, that this is one of the very BEST features of the new law, as well as one of the most necessary.

With regard to the manner in which I have carried out these provisions, I have simply to state that I have handled the law as gently as possible, not shrinking from a plain statement of facts on the one hand, through fear of giving offence, or too rigorously insisting on an *immediate* obedience. I have been everywhere kindly and courteously received, and have never heard a complaint against my course of action.

In the inferior edifices, there is, generally, a sad lack of maps and apparatus, a want which, I trust, will be supplied when a new and better class of building shall have taken the place of the old.

In some instances the existing boundaries of Sections are not satisfactory; and yet, before the site for a permanent and costly edifice is selected, it would seem very desirable that the boundaries of the Section should be fixed. Many years have elapsed since most of the Sections were formed; in those years many changes have taken place. I have sometimes thought that a general re-consideration of the boundaries of all the Sections in a Township would be advisable before the work of rebuilding on an extensive scale is commenced.

I am of opinion that little or nothing is done in the Schools in the matter of religious instruction by clergymen.

I am endeavouring to bring the Schools to a proper state of discipline, by insisting on a strict observance of the prescribed Programme, as far as practicable. It works best in large and regularly attended Schools, as in towns and cities.

The ventilation of the School-rooms is generally bad. In many instances, this is owing quite as much to negligence on the teacher's part as to any other cause. A teacher who values fresh air can have it, even in a hovel. How inexcusable, then, is the lack of it in a spacious building!

The Board of Examiners have followed their instructions to the letter. I ascribe the failure of many candidates, in no small degree, to a want of thorough practice in Penmanship and Composition. The Schools of the past were generally content with mere "head-line" copies; and it is doubtful whether the majority of the teachers of Ontario, in the olden time, ever put pen to paper, except to write a head-line. You will pardon me when I say that I think one of the best features of the new Programme is the stress it lays on the necessity of writing, from the very first day of the child's school career.

In visiting the Schools I have, in the majority of instances, deemed it of great importance to *teach* one or more of the classes myself, by way of instructing the children how to learn, and the teachers how to teach. The work done in this way has occupied not a little of my time, but does not appear in the notes.

On the whole, I have very great expectations of a renewed interest in Education under the present system; and I do not doubt that a very few years will suffice to prove to the satisfaction of all parties, that useful learning has received a very powerful impetus in the right direction.

I have deemed it my duty, in all cases, to insist on the paramount importance of thorough drill in Reading, Writing, and Arithmetic, as not only the branches most useful to the mass in every-day life, but also as constituting the foundation of all good Education. I am of opinion that the *oral* method exists in excess in the country Schools; and that greater exactness and thoroughness would be attained were the various exercises more frequently conducted on the paper or the slate, than has been the case hitherto; not to mention the thorough command of the pen thus attained, a command so conspicuous for

its absence among even the teachers of the country, as witnessed at the Examinations. I have recommended the constant habit of writing from the first letter of the alphabet upwards. I have also called the attention of the teachers to the absolute necessity of training their pupils to write *letters*, first on ruled paper, and afterwards on unruled; to draw a note, give a receipt, keep a cash account, &c.

I have found it very difficult to put the Limit Table in operation in the small Schools, and have contented myself with urging its adaptation, as far as possible, to the peculiar circumstances of the particular case. I have uniformly insisted upon the use of a Time Table.

Already do I perceive the good fruits of the present School Law, which, eventually, all will recognise.

COUNTY OF FRONTENAC.

John Agnew, Esq., M.D.—Having completed my inspection, in January last, of the Schools in the County of Frontenac, I have the honour to inform you that I found them generally in a very backward state, owing to the want of proper organization and classification, the pupils being advanced by their teachers into classes beyond their abilities, in order to cause their parents to suppose that their children were making rapid advancement in their studies, thus necessitating me to turn back and re-classify them according to their several abilities, and according to the Programme of Studies prescribed by the Education Department of this Province.

Some of the other causes of this state of the Schools are their being badly arranged and furnished with school apparatus and furniture; irregular attendance; young and inexperienced teachers, who take no real interest in their work, caring only to secure their salaries, and fulfil the terms of their engagement with the Trustees; and the want of thorough inspection.

In a number of the Schools I found no apparatus whatever, not even a blackboard, the only furniture being a single desk on either side of the school-house, with a high bench without any support for the pupils' backs. It is no wonder that the pupils have made no apparent progress, with such a state of things existing. I expect under the new regime a better state of things for the future in all our Public Schools. I have found a change for the better in a number of the Schools that I have examined since January last. In these where the teachers have gone according to my instructions, the pupils have made fair progress.

Since the beginning of the year I have been lecturing in the different School Sections on the "Duties of Trustees," and explaining the School Law. The people generally are beginning to be better satisfied with it, since they find their children are commencing to make *real* progress in their studies, and the teachers are taking more pains with them, knowing that the Inspector will thoroughly test them, to see that their teaching is not superficial, as it has been, but well grounded.

The General Regulations in regard to stated Religious Instruction have only been followed in a few Sections, and in these with good results, as far as has been reported.

No Schools in this County have yet commenced a School Museum of Natural History, Botany, &c., nor have they any Magic Lanterns or other scientific amusements for the pupils.

The Public School Libraries are few in number, and not regularly patronized either by parents or pupils, consequently they have not exerted any perceptible influence in the school or community.

The *Journal of Education* has been regularly received in some of the Sections, whilst in others irregularly, or not at all. Its influence on the Schools where received has generally been beneficial.

After examining all the Schools under my jurisdiction, I sent the Trustees of each of the Schools inspected a report of how I found their School, both in regard to the progress of the pupils, and also the state of the School-house and premises. I notified them what was required to be done by them in accordance with the requirements of the new Act. Wherever I found a School-house near the requirements, though not fully up to them, I did not condemn it; but whenever I found one dilapidated, and too small for the number of pupils in attendance, then I immediately condemned it. A number of the Sections are

willingly going to work to rebuild immediately suitable accommodations; others will do so if allowed another year. A few are dissatisfied with the whole Act, because it touches their pockets. Having no children of their own now to educate, they do not want to assist in the better education of their neighbours' children.

The principal grumbling on the part of the people is with regard to the enclosing of the School site with a board fence, thinking that it is not necessary in a country place. I think it is necessary in large settlements; but where the School-house is situated in the woods, away from much public travel, I think it is not absolutely necessary. In such cases I have advised the Trustees to enclose the half acre of School land by a rail fence, and so keep the pupils within bounds and off the highway. It is absolutely impossible for some of the sections in this County to enclose their school sites with a board fence, owing to the very great distance they have to go to a saw-mill for the lumber required; and then the very rough road over which they would have to bring it; and, furthermore, the people are too poor to purchase the lumber for that purpose. With respect to all the School-houses I condemned, I gave the Trustees to the end of the present year in which to commence operations.

I have not closed any School in consequence of any teacher failing to pass the required examination under the new Programme; but I have given, according to your written instructions, with the consent of my confreres in the County Board, a permit to every person capable of taking charge of special schools, after due examination before me.

UNITED COUNTIES OF LENNOX AND ADDINGTON.

Frederick Burrows, Esq.—Having inspected the various Schools of the Counties of Lennox and Addington, I beg respectfully to offer a few remarks on the following points:

(1.) *School Accommodation.*—The present use, in many rich and populous Sections, of School-houses which are altogether unfit for educational purposes, amply proves the necessity for the second clause of the Improvement Act of 1871, which makes it the imperative duty of School Trustees to provide adequate accommodation for all children of school-age.

Many of the School-houses in this county were built upwards of twenty years ago, and are in a positively bad state, being cold, ill-ventilated, and too small and inconvenient to carry out the arrangements which are to be found in a well-regulated School. I inspected one School in a round log house eighteen feet square, with a ceiling between six and seven feet high, and in which as many as ninety-seven children have been packed at one time, and there are several others almost as bad. The house just referred to is no longer used for school purposes, a comfortable frame one, which complies with the requirements of the law in every particular having been quite recently built.

My remarks have no reference to the School-houses in the rear townships, but to those in old settled districts. Of course, it is impossible for any teacher to inculcate habits of neatness and order in a room over-crowded and wanting in facilities for mechanical discipline, and in which every arrangement is antagonistic to æsthetic culture.

The effect of the working of the regulation in regard to School accommodation in these Counties has been highly gratifying to the friends of education. Since the enactment of the new law about twenty School-houses have either been built, or are in course of erection to replace ones which were, in most cases, utterly unfit for School purposes. A good many sites have been enlarged, and preparations made for enclosing them. Almost all the Schools have been supplied with maps and other necessary apparatus. Not a School has been closed for want of a teacher. There has not been a single case of litigation arising from the working of the school system in these Counties since I came into office, and no money has been withheld from any Section.

Instead of resorting to legal pressure, I have endeavoured to secure the co-operation of Trustees and people in carrying out the Regulations, by adducing arguments in their favour, and appealing to the good sense and public spirit of all interested in the educational condition of our Counties.

Having held about forty public meetings in various Sections of these Counties, I have had ample opportunity of ascertaining the feelings of the people in reference to the new Act and Regulations, and I take pleasure in saying that, with two or three exceptions, no

dissatisfaction has been expressed : certainly no person whose opinion is worth anything has expressed himself dissatisfied with Regulations which directly tend to elevate the tone of our Public Schools.

No petitions against any clause of the new Act have been sent from these Counties to the Legislature.

Of course, in every Section can be found croaking selfish men, who oppose everything that calls for the expenditure of an extra dollar.

But even the most selfish are beginning to understand that their property is considerably enhanced in value by being located in a neighbourhood with good school accommodation.

In many of the School-houses I found no apparatus except a black-board, and even this essential article was wanting in several.

I am not surprised to find that the teachers almost invariably complain of irregular attendance, when I reflect that those old School-houses are most uninviting places to children, totally devoid as they are of everything of interest to the youthful mind, whose dingy bare walls resemble those of some old prison.

I believe that a great deal of the indifference of parents, which is so often assigned as the cause of the non-attendance of children, arises from the unwillingness of the children themselves to attend ; and I am convinced that if our School-rooms were made more pleasant and attractive, and the process of instruction more natural, this bane of our Schools, irregularity of attendance, would be very much lessened.

You will see from my special reports of each School, that very few School-houses have the amount of land required by the Regulations attached to them : in fact, several have no play-grounds, and the children are compelled to use the public roads for the purposes of recreation and physical exercise.

Not half-a-dozen of the School sites were enclosed when I inspected them, and of course nothing in the shape of the ornamental could be expected on those destitute of the necessary protection.

I found but one site with a well on it. In all other cases, except those situated on a bay or river, supplies of water were obtained from private wells, often at considerable distances from the School-houses, thereby causing a serious loss of time to the children sent for water, and annoyance to the owners of the wells. I regard the legislation which requires Trustees to provide their Schools with a well or other supply of water as an excellent one and much needed.

(2.) *State of the Schools.*—With rare exceptions, the Schools were not in a satisfactory state when I inspected them, owing to a great extent to the imperfect system of classification which existed. Nearly all the children whom I examined were engaged in studies beyond their depth. Apparent and not real progress has been the general rule. It was not an uncommon thing to find children in the Fifth Book who could not read intelligently, or spell correctly, ordinary passages in the Second. A good many who read in the Fourth and Fifth Books could not write from Dictation. Those in the advanced portions of Arithmetic were in most cases defective in the elementary parts, such as Arabic Notation and Reduction. The pupils almost invariably worked mechanically, and questions involving a slight amount of thought generally went unsolved. I have seen classes in the Cube Root quite unable to do the following questions :—“How many yards in 1000 fathoms ?” “Find cost of 3 tons of wheat, at 98 cents a bushel.” “How long would it take a horse to eat 15 bushels of oats, at 3 gallons a day ?”

In comparatively few Schools the meaning of the words found in the Reading Lessons is taught.

There is great need of a rigorous enforcement of the new Programme and Limit Table. So many parents are apt to mistake *pretence* for *performance*, that teachers occasionally, for the sake of an ephemeral popularity, advance their pupils into subjects quite beyond their comprehension.

The children whom I have examined were almost invariably beyond their depth, more especially in their Reading Books and Arithmetic.

Apparent and not real progress seems to have been the order of the day. The teaching generally has been of the most mechanical description possible.

(3.) *Religious Instruction.*—The regulations regarding religious instruction are partly

carried out in most of the Schools, and the results are reported as highly satisfactory. In no case have I heard that any ministers of the Gospel have availed themselves of the privilege of giving religious instruction at stated times in our Public Schools.

(4.) *Libraries, Museums, &c.*—No Libraries, Museums of Natural History, or Scientific Apparatus for the amusement of children are to be found in our Schools.

I believe that the carrying out of the Regulations based on the new Act will greatly tend to elevate the tone of our Public Schools, and render them more beneficial in the future than they have been in the past. I earnestly trust that a very short time will show a marked improvement in every portion of our educational establishments.

COUNTY OF HASTINGS, SOUTH.

John Johnston, Esq.—The way I have endeavoured to carry out Section No. 2 of the Act of last year is this:—I hold meetings in the evenings, and give a practical lecture on the School Law and Regulations, fully showing the necessity of having proper accommodation, a good comfortable School-house, well furnished with maps and apparatus, &c., and, at the same time, showing that the teacher is by "Law" compelled to follow the Limit Table, and conduct and teach the School according to the regulations, and that I intend to see that he does so; that it is impossible for teachers to do so, or children to learn, unless they are provided with a comfortable School-room, and well furnished; and, also, showing fully that the Department and Dr. Ryerson have no greater object in view than the advancement and best interests of our Public Schools; and, further, that it is the duty of trustees to see that a comfortable and commodious School-house is provided.

In my visits to the Schools I first examine and then classify them according to Limit Table, and then show how the First Book ought to be taught according to "Look and Say" method, which is one hundred per cent. better than any other, and is used in Model School. I also shew how all the Reading Books ought to be taught; and finally show how Arithmetic ought to be taught to beginners, and sometimes to advanced classes; how Geography ought to be taught from "maps"; but more particularly show how Grammar can be taught successfully to scholars in first part of Third Book, as this important subject is very much neglected in the Schools; in some not taught at all. But I am sorry to say that, with few exceptions, most of the teachers do not know anything about teaching, as the great majority of them never went to a good School, or ever saw a School taught properly. But by teaching all the subjects as they ought to be taught, and showing how the School ought to be organized, how the scholars ought to go to and from their seats, and go out and come in, I think I have done a good deal already, and by continuing the same plan in the future, I know that I can advance the Schools to a much higher standard. But the teacher must know how to teach, and it is through him that the Schools can be improved; therefore I do everything possible to show him the best method of teaching the subjects, and for this purpose I have established a Teachers' Convention in Belleville, meeting every month, the object of which is to show the best methods of teaching Arithmetic, Geography, Grammar, and particularly the "First Book," as very few of the teachers are teaching it as it ought to be taught; and I must say that the Convention has done a great deal of good already, and so say the teachers.

I have taken great pains to show the importance of the Limit Table, and to classify the Schools according to it, and to tell the teacher that he must follow it thoroughly.

I think my evening Lectures on the School Law have done much to remove false impressions against the Law, &c., from the minds of the people. There are many poor School-houses, and most of them by the side of roads; but I have the promise of Trustees that they will secure at least half an acre of ground, and furnish the School properly, and in many cases they are to build new School-houses.

Though I think I have been very thorough as regards the classification of the Schools and the methods of teaching, yet I have endeavoured to induce trustees to carry out the "Regulation," not by addressing them in an arbitrary or authoritative manner, but by using a good deal of judgment and discretion; and when the trustees and people have asked me to allow them a year from next summer to build, I have allowed them the time.

In the east parts of Hungerford and Tyendinaga, the people are so very poor that

they are utterly unable to build a new School-house; but even in those poor Sections, they intend to fix up the School-houses, purchase half-an-acre of ground, fence it in, build outhouses, and furnish the School-room with maps, blackboards, &c.

In the richer Sections, they do not object to the clause, and admit that it is right, and have promised to build new School-houses next summer; and all intend, this next summer, to secure the half-acre of ground, fence it in, and build outhouses; but some have begged to be allowed to build a year from next summer, and they promise faithfully then to build a new School-house.

There will be over twelve School-houses built next summer, and a year from next summer, many more. Many houses will soon be repaired, and some have already been removed to more suitable grounds; and I think all will be well supplied by next summer with maps, apparatus, and tablets, and each School will have, at least, half-an-acre of ground fenced in, and proper outhouses built.

I have not condemned a School-house simply because it was not exactly ten feet high, if everything else was suitable. I am sorry that there has been so much objection raised by the *Globe* in respect to this matter, as I think the "Regulation" is just what we want to make our Schools what they ought to be, and without it nothing could be done. In a word, there is no objection to the clause, as far as I know, in the Southern Division of the County of Hastings.

There are twenty-one teachers teaching with special certificates; and not *one* School is closed, or has been closed for want of a teacher.

COUNTY OF HASTINGS, NORTH.

T. S. Agar, Esq.—Having carefully read the General Regulations of the Council of Public Instruction, for the organization and government of the Public Schools, as also the Programme and Limit Tables, I entered upon my duties as Inspector, with the conviction, that, if they could be carried into effect, a great boon would be conferred upon the people of Ontario, by the amended School Law of 1871. I still entertain that opinion.

Having been, for some years, Local Superintendent of North Hastings, I had, of course, a general acquaintance with the inhabitants of the Sections, the trustees, and the teachers; the accommodations provided for the pupils; the spirit and feelings of the people as to carrying the new law into effect; and I came, after a careful consideration of the subject, to the conclusion that, for the benefit of those whose educational interests were entrusted to me, I should be exercising a proper discretion, to proceed in my duty of enforcing them with circumspection.

I felt that if, after examining the pupils of any School, I were to order an immediate reorganization of the classes, strictly in conformity with the Programme and Limit Tables, without comment or explanation, I should inflict a blow upon the feelings of the parents, their children, and also the teacher, and cause an antagonism in these parties to the changes that must and ought to be effected; I should give a rude shock to the parents' pride in their children, the feelings of self-esteem of the child, and the judgment and character of the teacher—all of which I thought unnecessary, and, by the spirit of the instructions (as I interpreted them), uncalled for. I felt that it would be in accordance with the spirit and intention of my instructions to explain their objects, to show the results desired to be effected to the children themselves, by testing them by the Limit Tables, and making them understand and feel that the alterations thereafter made by the teacher, in their classification, were for their benefit; that it was not done at the caprice of the teacher, but that the teacher did it in obedience to the law. I was especially careful on this point, to avoid the probability of lowering the teacher in the respect of the pupils.

To do this, I examined the pupils in a School by the teacher on my visit, in the classes as organized, and, afterwards, examined them by the standard given me for my guidance; thus convincing the pupils that, by the new Rules and Regulations, they must be put in other classes, and that, by so doing, the teacher was acting for their good.

Previous to leaving the School-house, I read over and explained to the pupils the Rules affecting them; and had it distinctly understood by pupils and teacher that, on my next visit, I was to find their School in full working order under the new Rules.

In many of the Townships of North Hastings, the best land is in the front, or south.

There, too, as a general rule, were the first settlements made, the first Schools established; and, when the School Law caused them to be formed into Sections, there were formed the largest and the richest Sections; and there, too, are the best School-houses, and, as a general rule, the best conducted Schools.

To the north of the Townships, inferior land, smaller Sections, and a population whose energies have been employed in clearing their land, and in all the struggles of men bringing up families in the bush. Now, in these smaller Sections, or in Sections of large extent, with land of little value, and, consequently, low assessment, are to be constructed most of the new School-houses required under the present Regulations. The old log School-house, badly seated, ventilated, and furnished, it is felt ought to be replaced by one fitted for the purposes for which it is intended.

With all these facts impressed upon my mind, I called the attention of the trustees to this part of their duty, by leaving with them a notice referring them to the *Journal of Education* for June last, page 94.

I also assembled the people of such Sections as required new School-houses, and delivered a lecture upon the new School Law, in which I explained to them its provisions, the new Rules and Regulations, &c., and urged upon them the importance of talking them over among themselves, writing me freely for information, and being prepared, before the annual meeting in January, to decide upon the kind and description of building they purposed erecting.

I did not urge immediate action, as the season was too far advanced, and it was desirable that the people paying for all these alterations should have time to discuss the subject freely among themselves.

With the teachers, I have discussed freely the Programme, the Limit Tables, and the new Rules and Regulations. It is understood most distinctly by them, that on my next visit, the Class Book, the Time Table, &c., are required, are to be in full operation, and that the Schools are to be conducted, as nearly as practicable, in conformity with the Regulations. All the teachers express themselves warmly in favour of the alterations to be effected in the organization of the classes by the Limit Tables.

Many of these, however, are doubtful if punctuality and regularity of attendance can be effected in many rural Sections—distance from the School-house, bad roads, dependence by the parents at particular seasons on the assistance of their children—will be impediments to successful action on the part of the teacher in these respects; but all unite in commending the thorough teaching, which is rendered indispensable throughout the studies.

I cannot but regard the new Programme of the course of studies for the Public Schools, the powers and duties of the several officers engaged in carrying out the general Regulations for the organization, government, and discipline of the Public Schools in Ontario, prescribed by the Council of Public Instruction, as most important steps towards the completion of a system of education adapted to this country.

I think there can be no doubt, that every officer engaged in the administration of the School Law should have his duties prescribed by law, to enable him to carry them successfully into effect. Such legal recognition of duties, and powers to enforce them, prevent disputes and litigation, omissions in enforcing them, and, when well known and understood by the people generally, ensure co-operation in carrying them into effect.

In preparing general Regulations, like those issued by the Council of Public Instruction, it must be borne in mind that, in Ontario, it was a very difficult task so to prepare them, as to make them applicable to the requirements of cities and towns, of rural Sections in the old settled Townships, with excellent roads, buildings, and an ample School population, and also of newly settled Townships, whose inhabitants are striving against all the hardships of life; and even in rural Sections in some of the old settled Townships, with assessable property for School purposes, so widely different in amount, as to offer serious impediments to making general Regulations equitable in their application. I, therefore looked upon the Regulations when issued, as on trial, that they were not regarded as final, but that alterations would be made in them, when found needed from practical experience. They are now being submitted to this test, and by the end of the half-year ending in June next, something definite as to their effect may be looked for from Inspectors and teachers, and the result, amendments to render them efficient in securing "such an education to the youth of this country, as to fit them for the

ordinary employment and duties of life," and, at the same time, in no way oppressive in their operation.

The effect of the working of the Regulation in regard to School accommodation has been beneficial. The attention of the trustees, and the inhabitants of the Sections, has been called by it to the state of their School-houses, and grounds attached to them.

The questions of proper furniture and apparatus within the School-house, the enclosure of the School site, with the buildings required to be erected thereon, have been brought under the notice of all, and the importance of them admitted.

In some Sections, where good School-houses were erected long prior to 1871, and well furnished within, the School site remained unenclosed, open to the public road, and destitute of those accommodations, which decency required. I have no doubt a great improvement, not only in this respect, but also in furnishing apparatus for the School, will be made during the ensuing year; *but*, without authority on the part of the Inspector to call for the improvement required, the trustees might have left them unnoted for an indefinite period.

Wherever I found, on my visits to the Schools, that a new School-house was needed, I left a written notice to the trustees, calling their attention to their duties, and referring them for particulars to the *Journal of Education*. I also assembled the inhabitants, and explained to them the Regulations issued by the Council of Public Instruction under the Act of 1871. I urged them to talk over the subject among themselves, to write to me freely for information, and to be prepared at the annual meeting in January to discuss the question of building a new School-house, and all matters connected therewith.

I felt that the people who were called upon to expend their money were entitled to all the information and advice I could give them; and, that the Regulations did not require me to urge immediate action, but that it was my duty, where a new School-house was required, to prove to the inhabitants of the Section that their present School-house was unfit for the purpose for which it was built. Succeeding in this, there remained but a question of means to settle, and to which I beg shortly to direct your attention.

I also urged upon the inhabitants to take every precaution to have all doubts, or disputes in reference to the School site, or extent of the Section settled, before they determined to build, in order that full justice might be done to the inhabitants of the Section generally: and, further, in order that all of them might be made acquainted with that part of the new School Law relating to School accommodation, I wrote a circular to the trustees of every Section in the North Riding to be read at the annual school meeting, fully quoting in it the Regulations on School accommodation, as set forth in the *Journal of Education* for June.

Their reception of the Regulations at first was far from cordial. Most erroneous opinions were formed with respect to the School accommodation required by the Regulations, and it was only by explaining them as before stated, that trustees changed their opinions, and are now, with certain exceptions, willing to co-operate with me in carrying them into effect.

In carrying out any general Regulations for the Schools of Ontario, an Inspector when thoroughly acquainted with the School Sections committed to his charge, finds the value of assessed property in the Sections upon which the school rate is levied so different in amount, that he feels that, in one Section, a stone or brick School-house, furnished after the most approved plans, with grounds attached, with the necessary accommodations, can be built and furnished, and a good teacher with corresponding salary be paid, with less pressure on the people than in another Section a block or frame building can be erected, and a third class teacher paid. The Inspector, in bringing the subject of school accommodation before the inhabitants and trustees of a Section of the latter description, is met with the statement, "we cannot afford it; they may do it in the front, but it will be very hard upon us." These same people are, of course, as anxious to educate their children as their richer neighbours, and as desirous to have a good serviceable School-house, but the expense cripples their action.

The front Townships of North Hastings, viz., Rawdon, Huntingdon, Madoc, Elzevir, and Marmora, are well settled on the front or south of the three first named Townships, and in the two last named in detached blocks of good land of some extent. In the well settled portions of these Townships there are now many excellent stone, brick, and

frame School-houses: while, in the poorer Sections, the old log School-house still remains.

In proof of the observations just made, I submit the following statement, showing the highest and lowest estimated value of property in a Section in each of the Townships before named.

TOWNSHIP.	HIGHEST ESTIMATED VALUE OF PROPERTY IN A SECTION.	LOWEST ESTIMATED VALUE OF PROPERTY IN A SECTION.
Rawdon	\$50,660	\$6,800
Huntingdon.....	61,028	6,867
Madoc.....	25,483	4,881
Marmora.....	16,700	5,025
Elzevir.....	21,000	4,080

I have omitted in this statement village School Sections, such as Madoc, Marmora, and Bridgewater. The above examples are strictly rural Sections. I have also omitted the Townships on the Hastings Road, most of which are newly incorporated, and would not, therefore, be fair examples of the working of the present system.

I beg further to observe, that this inequality in the value of assessed property in the School Sections, not only retards the building of proper School-houses, but also the furnishing of them with the necessary apparatus, &c., and, for the same cause, precludes the employment of a superior teacher; and that, until some means be devised making the monetary resources of all the Sections in a Township or County equal, it will be exceedingly difficult to carry uniformly and successfully into effect the best regulations that may be devised for the government of the Public Schools.

I have no means of ascertaining whether the inequality of assessed property in School Sections be general in Ontario, or whether it be confined to few localities; finding it from enquiry in North Hastings, I have deemed it my duty to bring it under your notice.

I have no doubt that the Sections poor in ratable property will yet work up to the requirements of the law, but with many disadvantages as compared with the richer Sections. I submit that this inequality should, if possible, be remedied.

The erection of a good School-house, with suitable site, properly enclosed, and the necessary outhouses, &c., well furnished within with desks, maps, apparatus, &c., and a good teacher employed, is a matter of little pecuniary consideration to a Section whose assessed property is valued at fifty or sixty thousand dollars, but become a serious difficulty to a Section whose taxable property is estimated at from five to ten thousand dollars.

Township boards do not seem to be acceptable in rural Sections; indeed, in Townships where from one-half to two-thirds of the Sections are *comparatively* upon an equality in their amount of assessed property, there is little need apparent to them of change; and to the minority, whom the Township boards might relieve, there is the fear that their taxes would be increased, as they would be called upon to support the richer Sections, whose School expenditure is triple or quadruple that of their own Sections.

I do not think it would, at present, be practicable, if desirable, to alter the boundaries of the Sections so as to equalize the assessed value of property of the Sections; but I think they might be put on an equality to a certain extent, by raising annually by tax, an amount for School purposes in each Township, to which the Legislative Grant to the Township should be added, and making therefrom an apportionment equal in amount to each Section. All expenditure beyond this amount to be raised by the trustees by School tax, as at present.

I am aware that this is a very difficult matter to settle, but I do think that some steps should be taken to put all the Sections in a Township upon something like an equality in respect to School funds. At present, the larger and richer Sections not only have a great amount of assessed property subject to taxation for their School purposes, but they take also the greater portion of the Legislative and Municipal Grants.

A law, putting the Sections upon an equality with respect to School funds, would tend most effectively to aid in carrying out the improvements sought to be conferred on the Schools by the Act of 1871. Those improvements can be carried out with ease now by

Sections possessing a large assessed value of property, from which they can draw their funds without burden ; while the poorer Sections act with reluctance, and do not give that hearty co-operation so essential to success in School work.

The introduction of the Programme and Limit Tables of studies could not be thoroughly worked into all the Schools within the limited period of their introduction (August and December, 1871), it would, therefore, be premature to state that they were successfully carried into operation.

I cannot conclude my remarks without repeating that I think the general Regulations issued by the Council of Public Instruction, as an important step towards the completion of our system of education. Inspectors, teachers, pupils, trustees, all concerned in the active carrying out of the prescribed course of studies, with its attendant duties and obligations, have their several parts clearly defined. Some of the general Regulations will, doubtless, require alteration ; experience must determine to what extent ; and, when so altered or amended, I look forward to the steady and continued improvement of the education of the youth of Ontario.

COUNTY OF NORTHUMBERLAND.

E. Scarlett, Esq.—I have not vigorously enforced, as yet, the Regulations regarding School accommodation. I have admonished trustees, where the School-houses are in a bad condition, of the consequences of neglect of duty, and in some instances those trustees are making preparation for building during the ensuing summer, and in all cases of the kind referred to, the intelligent portion of the School Sections rejoice that there is such a provision in the School Law as that which protects the children of the country from being physically ruined by bad School accommodation. I am safe in stating that in two years from now, the evils in connection with this affair will be remedied.

There have been no Schools in our County closed for want of teachers, and if your suggestions in the August number of the *Journal of Education* are complied with, there is no danger that any part of the country will be deprived of a sufficient staff of teachers. I think it would be unwise at present to recall county certificates given until revoked.

COUNTY OF PRINCE EDWARD.

G. D. Platt, Esq.—As regards libraries, I have to state that the Regulations under the new School Act have led several trustee corporations to provide them, and I think it may safely be assumed that before very long, even without an arbitrary exercise of authority, School Section Libraries will be the rule rather than the exception.

Our teachers seem as deeply interested as ever in self improvement, as shown by the good attendance at the semi-annual sessions of our County Teachers' Association and the numerous applications for books from its library. The annual excursion last year added about \$60 to the funds, which were employed in adding to the library, procuring some educational periodicals, and offering prizes for essays by teachers on educational subjects.

The past year having been to a great extent one of transition in School affairs, it is a matter of some difficulty to estimate the real progress made. Quite a disadvantage was experienced from the scarcity of legally qualified teachers consequent upon the adoption of the new programme of examination. This difficulty was overcome to a great extent by the discretionary power exercised by the County Board of Examiners : still considerable inconvenience was felt in some Sections. No School in this County has remained closed for the want of a teacher. A temporary inconvenience has been felt in a few localities from the short supply of qualified teachers, but no greater than has occasionally occurred before the new arrangements came in force. I have felt it my duty to see that the Schools should not suffer in this respect. The change of programme in the Schools proved another element of disturbance, and except where brought about very carefully by the teacher, provoked no little opposition among the people. Wherever the object of the change was clearly explained, all antagonism was disarmed and the requisite books procured without murmuring.

The Regulations respecting School accommodation have worked very satisfactorily in our County. I have heard them frequently spoken of in terms of recommendation—never

otherwise. No person has ever complained to me of their severity. I have only found it necessary in one or two instances to remind the trustees, in a respectful manner, that unless attention was given to the matter of improved School accommodation within a reasonable time, the Government grant would probably be withheld. I have thought it my duty to use due discretion and forbearance in the enforcement of this provision of the law.

I have not insisted on all the requirements of the new School Act being immediately complied with, for the reason that I foresaw the partial defeat of the object in view as the result of such a course, and farther, I thought it only due to the people mainly interested in the proposed changes, to have reasonable time to prepare for them. That there is considerable opposition throughout the country to some of the provisions of the new Act is very evident; but I think it just as certain that such opinions are gradually giving way in recognition of the fact, that although requiring considerable sacrifices, the present law is pre-eminently adapted to secure the general and thorough education of the youth of our land.

I may add the following general remarks :—

1. In each School visited, the Teacher's attention has been directed to the new course of study, and explanations made to the pupils as to its requirements and the reason of them.

In general, the new Regulations respecting irregular attendance, absence from Examination, &c., have been brought to the notice of the pupils.

2. In very few cases is there a well on the School premises, but the water is obtained from the nearest neighbour's well, which, in this thickly settled County, is generally quite convenient. I have called the trustees' attention to the matter where water is inconvenient to the School-house, and expect to do so more generally hereafter.

3. In general, the attention of trustees has been called to any deficiency in School-houses, yards, out-houses, maps, &c.; but in only two or three instances have I been compelled to intimate the consequences of continued neglect of duty as respects needed improvements.

4. I have earnestly sought to secure observance of the Provisions and Regulations of the New School Improvement Act in as easy and peaceful a manner as possible, instead of provoking opposition by enforcing every new feature at once. In this way, some Sections that were almost in a state of rebellion have now quietly adopted the new order of things. Some teachers have aided in this, others obstructed.

5. I would respectfully suggest some slight modifications in the new course of study. For instance, in the programme for the fifth class, it seems to me to be almost too exacting to require instruction to be given in every branch of Natural Science at the same time. I would think it preferable to have some such arrangement as this :—say, take Botany and Physiology in the Spring and Summer terms—a season specially suitable to the study of Botany; and Chemistry and Natural Philosophy during the Fall and Winter terms, when the older pupils are more largely in attendance. I think this would relieve the teachers to a considerable extent, and quiet some of the very numerous complaints of parents.

6. I have endeavoured to procure, through a local bookseller, a supply of a little book entitled "Information on Common Objects," a copy of which we have in the teachers' library, obtained from your department. This is done to enable the teachers to teach Object Lessons properly. I have also endeavoured to urge the teachers to take some lessons in Drawing, in order to be able to teach that; but as this branch is not required of Third Class teachers, I find it a matter of some difficulty to get Drawing introduced.

COUNTY OF DURHAM.

John J. Tilley, Esq.—The regulations relating to the number of square and cubic feet, which a School-house should contain, have not caused any inconvenience in this county, as more than the required space had been previously furnished by all our sections except *three*, of these *two* will build the present season, and the *third* will build next year, an extension of time having been given on account of recent repairs upon the present house. Our School-houses generally exceed the requirements laid down in the regulations by from 15 to 20 per cent. In addition to the above, *three* sections were required to furnish an

additional teacher with separate accommodations. Of these, *two* have procured the services of a duly qualified assistant with separate room, and the *third* is now building a large brick house to contain two rooms. This part of the regulation will be very beneficial to large Schools in small villages, where one over-worked teacher has commonly been obliged to *try* to do the work of two. But few Schools had the requisite amount of playground. Several had one-fourth of an acre, while some had nothing more than the land on which the School-house stood, without any place for play-grounds, well, wood-shed or closets, and were unable to procure land through the unwillingness of the owners to sell. Several sections have already purchased half an acre of land, and I believe that by the end of the year, most of the Schools previously deficient, will have been furnished with the requisite amount of ground properly supplied.

Of course when the land has to be purchased by so many sections, it will occasion some fault-finding, and this is the case in our county, but, I believe, complaint has come chiefly from the owners of land selected. I have not deemed it necessary to do more than to call the attention of trustees to what is required. The Government money has not been withheld from any section. I believe the requirements of the law and regulations, will be met without using any compulsion.

The resolution introduced by the Inspector for Kent, and adopted by the Provincial Convention of teachers at its last session, requesting the Council of Public Instruction to change the time of examination for teachers from January to December, was a wise one, as by the change the Schools were enabled to get into working order in the proper time, and rejected candidates could be advised of their failure, in time to enter the Normal School if they wished. No special certificates were required, and none were granted, as all our Schools could be supplied with duly qualified teachers. No School has been closed through want of a teacher.

There are but few libraries in Durham. In South Monaghan, an old township library has been divided among the Schools. Very few Sections have provided sufficient playground; but I think the necessary quantity of land will be procured without much trouble, except perhaps in the case of some Sections that have a quarter of an acre well fenced. All our Schools are furnished with maps and black-boards, and several have tablets. I fully expect to see a supply of tablets and object lessons in every School during the next year. Wells must be provided in several Sections, and closets in a few. Trees have been planted in but few Sections. I hope to see more attention given to this subject.

The new programme is being introduced into every School as fast as possible, and is well received generally. Some complain of too many subjects in the Fifth and Sixth Classes. In all my lectures and intercourse with teachers and people, I have endeavoured to explain it fully, and to show the need of it. It is surprising to see how quickly the knowledge of it has gone seemingly into every household. I do not think it is claiming too much for the new programme for Schools and for teachers when I say it has electrified our entire School system. Teachers feel that they must teach more carefully, and with more system and uniformity. In nearly all our Schools, I found the First, Second Third, and Fourth Classes up to the standard, except Grammar in the Third Book, and History in the Fourth; but beyond the Fourth Book, although the requirements in Arithmetic, Grammar, Geography, and in some cases History, were reached, yet the other subjects had not generally been begun. This will require us to abolish the Fifth Book from the most of our Schools for a year at least. Only a few time-tables had been constructed at the time of my visits. I enjoined teachers to prepare them at once. Natural History is being introduced, but I cannot speak very definitely at present of Agricultural Chemistry. At the time of my visits, only a very few copies of the text-book could be found in the stores.

In order that no delay might arise in introducing the new programme into the Schools previously visited, I called the teachers together in convention, and explained the requirements to them, and assisted in forming a time-table.

Our Schools have been thoroughly classified according to the new programme, and a great deal of new life has been infused thereby. Teachers are making a faithful and successful effort to carry out the programme, and in nearly every School a time-table framed in accordance with the new time-table can be seen. Some complain of the number of

studies in the 5th and 6th classes, but the system of classification, which requires that neither teacher nor pupil shall make a hobby of any favourite subject to the neglect of others of, perhaps, equal importance—that all the subjects of the class shall receive their due share of attention, and that the first years of the school life shall be given almost entirely to the elementary subjects of an English education, meets with universal approval, and is being carried out in every School. A great impetus has been given to education during the past year. Trustees and people generally seem to be taking a deeper interest in the subject. Teachers are impressed with new energy. They feel that the standard of education and of teaching is rising, and that the importance and consideration of their profession is also rising.

COUNTY OF VICTORIA, EAST.

James H. Knight, Esq.—I have not been able to give particulars as to size of sections and number of children of school age. In seven cases I have notified the trustees to provide additional accommodation. In three others the trustees are building or making preparations to do so. I do not think it advisable to enforce all the regulations at present in the poorer districts, as the effect might be to close the Schools altogether. The new Act seems to give general satisfaction, and if it is not found to press too heavily the people will try to obey it willingly.

With respect to desks and seats, improvement is needed in many Schools, as also regarding out-buildings, but I am happy to report a general desire among trustees and others to carry out the improvements required; people often say to me, "Make us do it, we are able, we only want you to say we must." Of course, if I were to require everything to be done at once it would not be done, but by having a good example set by a few I think I can accomplish more than by trying to compel all.

COUNTY OF VICTORIA, WEST.

H. Reazin, Esq.—In regard to the improvement of School accommodation, &c., the effect in this County has so far been highly satisfactory. On my first visit to the Schools of West Victoria I found many of the School-houses, even in wealthy Sections, of the most wretched description. Very many had no grounds attached. Not one in ten was enclosed with any kind of fence. A large number had neither map nor globe in them. In many cases water for the children to drink had to be carried from half a mile to a mile, and in several instances was obtained from lakes and filthy creeks. And what seemed the most deplorable, *scarcely half of them had anything in the shape of a water-closet for the children of either sex*, or for the use of the teachers, the majority of whom are females. Some spur was needed to stir up trustees who were satisfied with such a state of affairs, and the Regulations referred to seem to be having the desired effect. Already commodious brick and frame School-houses are replacing the miserable log-hovels; grounds have been purchased; preparations made for fencing, some wells are being dug, and water-closets springing up like magic.

I have always explained, when spoken to on the subject, that all reasonable time would be allowed for making these improvements, but that if trustees in wealthy Sections, after having due time allowed, refused to make these very necessary improvements, the Government money would be withheld.

The Regulations, as far as my observation has extended, have been well received by the intelligent and thinking portion of the people. I have heard no one say the requirements were not desirable or necessary. A few grumble at the expense.

No School, to my knowledge, is at present closed for want of teachers. Three or four were not opened as soon this year as was desired by the trustees, but the trouble was not so much the lack of teachers as their dislike to undergo the privations incident to the back country for \$14 per month without board.

COUNTY OF ONTARIO.

James McBrien, Esq.—The irregularity of attendance, the want of co-operation on the part of many parents, (often open hostility to the best methods of instruction).

the little interest taken by those in power, the deficiency and imperfection of the tools with which he has to work—all these should be taken into deliberation, in order to do justice to the teachers. Irregularity of attendance is the bane and curse of the Public Schools; it is a log and a chain upon the progress of instruction, for it blasts and withers the noblest purposes of the best of teachers; and the man who invents some means to cut that chain off, will be a great benefactor to the cause of education. Now irregularity of attendance is the disease, but what is the cure for the malady? Parents must have this idea transmuted into their minds, that they should apprentice their children a certain number of years to school; then their children would receive, not the shreds and patches, but a complete suit of education.

The want of co-operation on the part of parents frustrates the best plans and efforts of teachers, and, consequently, perishes the highest interests of their own children.

It has been beautifully and truthfully said, that each School needs a true, earnest, and faithful friend; and if trustees, reeves and deputy-reeves—all those in power, would wield their influence in behalf of the cause of education, how much more rapidly would our Schools progress in useful knowledge. It is strange, unaccountable, that they do not do so, for it is a cause in every way worthy of the most ardent patriotism.

In every department of mechanism the workmen are supplied with tools suited to their business, but teachers have to work without tools, as very few of our Schools are furnished with a complete set of apparatus; and parents send their children to School for weeks without the necessary books, slates, paper, &c. Organization—classification, in very many instances, is improper; some in the fifth book, not fit for the fourth; others in the fourth, not fit for the third. Believing heartily in the efficacy of the new programme to cure this great evil, I advised its immediate introduction. Teachers do avail themselves of the healthful stimulus of merit cards and record of the progress, standing and character of their pupils. Order is very good in general. Ventilation is not sufficiently attended to for health and mental activity.

The Regulations in regard to the improvement of School accommodation have had a most salutary influence already. In several instances they led to the building of new School-houses in the place of log-hovels, none too good for the inferior animals. I have carried them out by advocating the absolute necessity of a sufficient supply of unvitiated air for health and mental activity. I have not exercised any direct authority in the matter, as my policy is to educate the public mind into the weight and importance of the subject, and thus have the people do it by choice. I know only one man opposed to them, and he has a talent for growling and barking, &c.

There has not been a single School vacant in my County, in consequence of the want of teachers. The supply of teachers, in this County, exceeds the demand.

Mechanical Drill.—By these words I mean the general movements of the scholars from and to their classes, their position at their seats and in their classes, &c. Very many of the teachers do not feel the weight and importance of it in producing unconsciously the habit of obedience, order and attention; and that a proper position of body maintained from time to time in the class and at the seats, means health, beauty and mental activity, while an improper position means deformity, disease and premature death.

The methods of instruction:—If the natural process of education is from the idea to the word—from the illustration to the rule or principle, then the rote system prevails to a great extent. The memory is nourished to fulness; but the reason, judgment and understanding do not get their daily bread—they are treated as the orphans of the mind. Hence, if this system were to continue, the rising generation could not be a reasoning and an understanding people, and, therefore, not fitted to discharge the duties and enjoy the blessings of municipal government.

I regret to have to report that although the School Law provides amply for religious instruction, its facilities are not embraced by those vitally concerned; they appear not to know and feel that Education is the training of the whole man—the harmonious development of all his faculties and power. To educate the intellect without seeking a place for pure and undefiled religion in the heart and affections, is like running an engine without an ENGINEER.

The subjects of instruction:—

Reading.—Reading is not taught with the pains and care it deserves; for to learn to

read with the spirit and the understanding lies at the basis of all future improvement. In the majority of Schools it is hasty, indistinct and unintelligent, and sometimes a monotonous drawl. This great evil may be remedied by plying more thoroughly the rule of imitation with a good *model*; and also by taking the meaning of words, more particularly demonstrative, and words used in reasoning, the general meaning of sentences and phrases, the questions on the subject matter of the lessons *before* reading instead of after, which is almost universally practised now. This method has two great advantages:—First, It familiarizes the scholars with the words before they are required to use them; that is to say, they are furnished with the tools before they have to use them. Secondly, it enables them to read with the spirit and the understanding, and is, therefore, calculated to infuse true and ennobling sentiments, and to direct their minds to pure and worthy objects.

Dictation.—Dictation, with a few honourable exceptions, is conducted upon slates instead of upon paper, and without sufficient attention to penmanship, punctuation, &c.*

Grammar.—Of this subject there is great ignorance. The scholars are made to memorize long definitions and rules which they do not comprehend. They are not brought down to their understanding, and made intelligible to them. Hence they do not accomplish the object of English Grammar, viz., to be able to speak and *write* the English language with propriety; I ascribe this to the fact that teachers do not train their pupils sufficiently in the construction of the various kinds of sentences.

Arithmetic.—Practical arithmetic is fairly taught, but teachers, in the majority of cases, pass too suddenly from the applicative to the abstract, forgetting that the perceptive faculties are the first developed and the reflective the last—I mean with their junior classes. The principles of arithmetic are almost entirely neglected. They forget that arithmetic is a science as well as an art. I frequently asked the senior classes to read the partial products in multiplication, or to explain the principle of “borrowing and paying back” in subtraction, and I met with very few who could intelligently to do so. After scholars have acquired considerable power and skill in solving practical problems, doubtless they ought to be made understand and explain the principles upon which they work. The knowledge thus acquired, being associated with reason, would not be a passing cloud; and being resident in them it would serve as a pilot to their judgments in solving the problems of life.

Geography.—Map geography is well taught, but a due preponderance is not given to mathematical and political; hence the study of it is not made as interesting and instructive as it might otherwise be made.

Conclusion.—Although we are called upon to mourn over the death of the educational value in the study of nearly every subject, the friends of education are not now without hope. A new, higher and better standard is erected. The teachers are making great, commendable and successful efforts to elevate themselves to that standard.

“A new era has dawned.”

COUNTY OF YORK, SOUTH.

James Hodgson, Esq.—At his first visit, the Inspector conceived it to be of prime importance to ascertain the real status of each School in his district; and, after making the prescribed preliminary enquiries as to the tenure of the School property, &c., he then proceeded to ascertain the attainments of the pupils in the various classes of each School.

To be able to do so with thoroughness, the Inspector considered it necessary to enter into his book of inspection, the name of each pupil present in the various classes, except occasionally those in the first or second reading books; and to record, for future reference, by means of a number placed opposite to each name, the standing of each pupil in reading, spelling, definitions, etymology, grammar, arithmetic, &c. The numbers employed extend from *one* to *six*—*one* indicating excellence of the highest degree for *that* class, whatever it may be; and so on down the scale to *six*, which, of course, indicates *discredit*.

The Inspector invariably explained to the scholars of each class the object designed in so doing: viz., that he might be able at his next visit to judge correctly as to whether sufficient progress will have been made by each pupil, or otherwise. He never failed to say to the scholars, that, when he would again inspect the School, he would carefully

compare the record of each visit, so that it might then be seen who had or had not been diligent and attentive.

The Inspector observed with pleasure the interest taken by the pupils in the plan adopted ; and he has the greatest confidence that by the above means teachers, as well as scholars, will be stimulated to put forth increased and continuous effort, which is sure to be followed by corresponding advancement.

In carrying out the above plan of testing closely the attainments of the scholars in every branch of study, the Inspector has not failed to see that the groundwork is being well and substantially laid, that arithmetical tables are mastered, the principles of English grammar, &c., fully understood, the definitions of geography imprinted on the memory,—in a word, that whatever is done, is to be done well ; a good foundation will be laid, and the habit of careful attention deeply inculcated, a most important element of success in every line of future life.

The Inspector deemed it necessary to leave, in the visitors' book, a minute of the general result of his inspection of each School, for the information and guidance of the trustees, giving the numbers obtained by each class thus examined, shewing at a glance the merit or demerit of each, and affording for the future a starting point, from which the general progress, or otherwise, of the School may be clearly ascertained.

In reference to the standing of many of the Schools, the Inspector has great pleasure in stating, that he found them in a very satisfactory condition—the teachers energetic and efficient, and the scholars diligent and attentive. As to the rest of the Schools which have not as yet come up to the mark, the Inspector has hopes that, by a regular and thorough supervision, considerable improvement will soon be manifested in them.

It afforded me sincere pleasure to find that, in several of the Townships under my charge, there are several School-houses which reflect great credit on the Sections in which they are situated. Airy, light, and well ventilated, of becoming architecture, they speak well for the liberality and enlightened public spirit of the people, and are full of promise for the future. On the other hand there are still to be found in some of the School Sections, where the inhabitants are comparatively wealthy, School-houses that are low, small, uncleanly, and dilapidated ; some without any play-ground but the road, unfenced, unprovided with well or private conveniences ; where neither teacher nor scholars can be long confined with impunity, and where the seeds of disease and premature decay have, it is to be feared, been sown in many a delicate frame, incapable of resisting such injurious influences. The Inspector, in justice to the trustees of such School Sections, would, however, take this opportunity of saying, that, in his opinion, this state of things will soon be remedied, and be amongst the things that were.

The Inspector has called the attention of the County Council to the necessity of some alteration being made in some of the School Sections, in which some of the inhabitants reside within a short distance of the School-house of a neighbouring Section—the School-house of their own Section being from two to three miles distant. By a readjustment of such School Sections, great inconvenience may be remedied without any injustice whatever, and some populous Sections may require to be subdivided.

In reference "to the improvement of School accommodation in the various Sections," whenever repairs were necessary either in the School-house, the out-buildings, the conveniences, or the fences, &c., or, as in some instances, where the accommodation was altogether inadequate, I either left a memorandum for the trustees, stating what improvements were necessary, or conversed with one or more of them about the repairs required, to make the premises as comfortable as possible, until such further action could be taken as to secure all the reasonable accommodation which the School law requires. In every instance in which I had occasion to represent the accommodation as altogether inadequate to the School Section, the trustees gave their considerate attention, and manifested a willingness to do, at the earliest possible date, whatever is necessary for the interests of their School. As a proof of their sincerity, half a dozen new School-houses are to be erected in the course of the current year, and several new sites have been secured. Of course I shall positively know at the close of the present half year, what has been done in every case ; and, where there may have been remissness and negligence, I will use every reasonable means to secure the necessary improvements, and I have every confidence that I shall be successful.

There are *no* Schools vacant in my district for want of teachers, as far as I am aware, and I am of the opinion that if there are any Schools closed elsewhere for lack of teachers, the fault is in the trustees of such Schools not offering such a salary as would remunerate a teacher for his services. Stinginess and greed are more at fault than the new School Law.

COUNTY OF YORK, NORTH.

D. Fotheringham, Esq.—After consulting the Deputy Superintendent of Education and many teachers, I deferred, as long as other duties would justify, my first visit to Schools, for several reasons :

Very few have more than a moiety of ordinary attendance for weeks after the summer holidays. Classes cannot therefore be got into good working order for some time, and neither teachers nor scholars could profit by an official inspection soon after vacation. My desire was that my first visit should tell on teachers and scholars ; I waited, therefore, to allow Schools to fill up and get fairly to work before entering them.

Considerations like these led me to defer formal lectures in the mean time, though I invariably addressed the Schools visited on the new course of studies, the necessity of regular and punctual attendance, and thorough work. I also made it a rule to send for trustees when practicable, so as to confer with them on the interests of their sections. The results of these addresses and conferences were uniformly gratifying. With few and unimportant exceptions, teachers and trustees accept the situation, not merely as inevitable, but also as necessary and desirable.

The elevation of the standard of qualification of teachers meets with much commendation.

The appointment of County Inspector is generally regarded as quite necessary to supersede a system of superintendence of the efficiency of which almost universal complaint is made.

The adequate accommodation clause will speedily be carried out, greatly to the advantage of the country, unless the impression be given that it is soon to be repealed. Its provision is almost everywhere admitted to be reasonable and necessary.

The compulsory clause may I trust be carried out in time, though there appear to be serious difficulties in the way. With all his other duties, an Inspector cannot deal with delinquents, and trustees seem to think it not a special duty of theirs to do so.

Herewith you will find copies of my inquiries into the size, condition, furnishing, &c., of the Schools visited during 1871. It is a matter of importance that Inspectors be not obliged to occupy the time they are in school with securing answers to questions which are as well answered in half-yearly or annual reports ; and if any reduction of the number they are now required to obtain can be made, it will enable them to devote more time to direct inspection.

For my own part, I find it utterly impossible to inspect a School of say fifty scholars in a whole day, and make a record of the standing of each class in each subject studied. For example, I hear the whole School in reading ; I cannot do so deliberately, and so as to throw out hints for their benefit, in less than an average of two minutes. Spelling and definition cannot be gone over properly in less time. Writing is the next subject to be examined. To look into each copy-book, and give a proper figure, will require as much time—more, I believe. Then comes Arithmetic. It cannot be gone through in the time named ; but even if it could, the whole day would be consumed in examining a School of fifty on these four subjects.

I approve of the plan. But to inspect a School thoroughly, two days are needed. The remedy is, the reduction of the number of Schools or of the number of visits to which an Inspector must attend. With eighty Schools to inspect twice a year, eight months will, at the rate of one School a day, be consumed. Nearly two months more will be spent in County Board work. The half-yearly, annual and special reports will more than fill up the remaining two, not making any allowance for special calls, bad weather, correspondence, &c. The conclusion is obvious : Inspectors, with the average number of Schools named, cannot do all the work prescribed, even without holidays, or time to add to their own stock of knowledge.

Not to be able to read the more substantial literature of the day, books or maga-

attend School. It is gratifying to be able to report that, in a considerable number of Sections, the trustees are exerting themselves vigorously to provide the accommodation so imperatively needed. The Law and Regulations, in regard to the School accommodation to be provided, have been cordially accepted by a large majority of boards of trustees.

3. The number of Public School Libraries in this County is, on an average, only one with 160 volumes for every four Sections. As I firmly believe, from personal observation, that School Section Libraries are productive of the most salutary results, I hope the time is not far distant when one will be found in every Section. Where a library is properly conducted, it is both popular and useful. The contrast between Sections a few miles apart, in the matter of libraries, is very instructive: e.g. One Section has a library of 30 volumes, valued at \$15. Not a single book was taken out last year, and the teacher told me that not three dozen had been taken out in five years. The trustees received this library as their share of the Township Library, which the council apportioned some years ago amongst the several Sections of the municipality. *The inheritance was never increased*, and it is not surprising that the trustees report that it is doing no good. In another Section, the library established in 1864 is now valued at \$760, and contains 817 volumes. During last year there were 3,957 applications for books. The trustees report that the library is exerting a very beneficial influence. The cause of this prosperity is the fact, that *the trustees increase their library by the yearly addition of \$100 worth of books*. If trustees wish to make their Section Libraries the inestimable blessings they may be, they must add to them every year.

4. From the enquiries made respecting the *Journal of Education*, I conclude it is highly prized by trustees and teachers. It is a valuable auxiliary in promoting the cause of popular education, by diffusing a knowledge of the School Law and Regulations, as well as a large amount of valuable general information.

5. The "General Regulations," in regard to stated religious instruction, are not carried out. But, in most of the Schools, the exercises of the day are preceded and followed by the reading of the Scriptures and prayer. Special religious instruction, moreover, is imparted by not fewer than 60 Sabbath Schools, with a staff of nearly 300 teachers, and an attendance of 3,000 scholars. The Sabbath School Libraries are thrice as many as the Public School Libraries, and contain twice as many volumes.

6. The recognition, by the new School Act, of the principles of Free Schools, compulsory attendance, and adequate School accommodation—a three-fold cord not easily broken—is destined, in a few years, if faithfully carried out, to elevate the character of the whole people. I regard, too, the introduction of the subjects of Agricultural Chemistry, Mechanics, Drawing, Vocal Music, and Natural History, into the course of study of our Public Schools, as calculated to promote their well-being, by aiding to develop the mental faculties and capabilities of the pupils. Trained in these subjects, as well as in those of the old Programme, they will become better fitted, than under the more restricted curriculum, for the practical duties of life, for the exercise of their own mental and moral faculties, and for the contemplative enjoyment of the works of the Creator.

After making myself thoroughly acquainted with the wants of the Sections, by visiting each School twice, conversing with trustees and people as opportunities presented themselves, I addressed a letter to each board of trustees, calling attention to what I deemed necessary, and asking to be informed of any action the board might take. You will see from the copious extracts given from the replies of about forty boards of trustees, that my communications were cordially received, and that, with wonderful unanimity, a hearty willingness was expressed to provide suitable accommodation for all the youth of the various Sections, as well as to supply the other requirements which I considered necessary for the efficient management of the Schools. In only one instance (No. 11 Nelson), has a special School meeting refused to authorize the trustees to obtain money to supply the required accommodation. And in only one instance in this County has a resolution been passed against the provisions of the School Act. (See 15 Trafalgar, and my remarks.) Although much good has already been effected by the Regulations, more would have been done but for the expectation which has been created, in various ways, that extensive legislative alterations are likely to be made in the Act. Considering the great and beneficial changes contemplated by these much abused Regulations, it is cheering to observe the hearty manner in which the trustees have entered on the work of improve-

ment, which was and is imperatively needed in many parts of this County. Last year, 5,416 pupils were enrolled on the registers of the Schools, and the trustees' reports show that there was accommodation for only 3,583. The extracts which follow show that the trustees have been aroused to put forth efforts to supply accommodation which they never would have otherwise done.

With such modifications as the circumstances of the Sections required, I sent the following form of letter to the trustees of the several Sections in the different municipalities of that County:—

ACTON, HALTON, ONTARIO, 6th November, 1871.

SIR,—I have the honour to call the special attention of the Trustees of S. S., No.— in the Township of——, to the necessity:

1st. Of providing suitable School accommodation for all the pupils in the Section, as defined in Regulation 9 of "Duties of Trustees." (See *Journal of Education* for June, page 94.)

2nd. Of establishing a free Public School Library, as required by Law and Regulation 21, "Duties of Trustees."

3rd. Of employing an additional Teacher.

4th. Of obtaining the Object Lessons required for the 1st and 2nd Classes by the new Programme of studies. (See July No. of *Journal of Education*), and

5th. Of obtaining a supply of Merit Cards.

Please inform me what action your Board takes at its next regular meeting in regard to the above matters.

I have, &c.

A. B., Esq., Trustee S. S., No. —

ABSTRACT OF REPLIES.

Township of Esquesing.

SCHOOL SECTION.—No. 1. Have received no written communication, but have been verbally informed by one of the trustees that they are willing to carry out the Regulations.

No. 2. The trustees had not the School Act at hand, but were resolved "to inform themselves in regard to the Regulations, and lay the matters brought under their notice before the annual School meeting. Were arranging for a supply of Merit Cards." (Substance of letter dated 14th Dec., 1871.)

No. 3. There is a new brick School-house in this Section. No reply to other matters brought under the notice of the trustees.

No. 4. The board of trustees have "arranged for library, and also for the necessary School accommodation, and will try and have the Object Lessons and Merit Cards when the School commences." (Letter 28th Dec., 1871.)

No. 5. There is sufficient internal accommodation, also, a library. No reply to other points.

No. 6. "The trustees have decided to provide suitable School accommodation for all the pupils of the Section, either by improving the present School premises, or by erecting a new School-house on another and better site, during the summer of 1872. The trustees will also, with as little delay as possible, procure Object Lessons and Merit Cards for the use of the School, and will employ an additional teacher for the coming year. The trustees will procure a free Public School Library, but would prefer postponing the purchase till after the new School-house is erected." (Letter 17th Nov., 1871.)

No. 7. "The board of trustees had taken no action in providing School accommodation, as the season was unfavourable for building, or for providing for the establishment of a free Public School Library, as there was but little money on hand, but would consider the matter at the next meeting in January. Would provide the Object Lessons and Merit Cards, and had employed an additional teacher. (Substance of letter 7th Dec., 1871.)

No. 8. Trustees have borrowed \$800 from Township council, wherewith to erect a new School-house. Are willing to carry out the Regulations. (Oral communication.)

As you will see from my plan and description of the present School-house, in vol. I of my special report, it is miserably inadequate for School purposes. It is within my knowledge that several local superintendents failed to induce the trustees of this Section to provide even decent accommodation for the children of the Section.

No. 9. Trustees have remodelled the interior of the School-house, and will employ an additional teacher as soon as proper class-room can be provided. Have made provision for procuring Object Lessons. Are willing to carry out the Regulations. (Letter 20th Nov., 1871, and oral communications.)

No. 10. This Section was abolished when Georgetown was incorporated. Trustees of Georgetown have lately erected a handsome brick School-house, which affords the requisite accommodation inside. No reply to other points brought under the notice of trustees.

No. 11. No reply.

No. 12. Since the passing of the new Act, the trustees have purchased a teacher's residence, at a cost of \$700. I have just returned from a conference with the trustees, who intend to enlarge their present commodious School-house, at the cost of, perhaps, \$1,000. Eight years ago, I assisted in establishing a School Section Library in the Section, when \$150 worth of books were purchased, and every year since that time, the trustees have added \$100 worth of books to it. To-night, I received \$50 from the trustees, which, with 100 per cent. added by the Department, will obtain the usual \$100 worth for the present year. It may not, perhaps, be out of place to state, that over 3,000 volumes were taken out by the children and people of the Section last year. The library, to my personal knowledge, for I was librarian for nearly eight years, is doing an immense amount of good, and is very highly prized by the people of the Section. It now numbers considerably over 800 volumes of choice literature.

No. 13. The School-house and site suitable. Trustees have placed \$25 in my hands to procure a library for their Section.

No. 14. The School-house in this Section was one of the most wretched buildings in the County for School purposes (see plan and description in the first volume of my special reports), on the occasion of my first visit. When I made my second visit, I found a commodious and elegant brick building in course of erection, which will probably cost, before it is finished and furnished, about \$1,800. The trustees have also taken steps to obtain a School Section Library. Representations in regard to the unsuitableness of the old School-house had been made by such able superintendents as Rev. J. G. D. McKenzie, Dr. O'Meara, and Rev. R. Ewing, without avail. But, as soon as the new School Law and Regulations came in force, the trustees, without any strong pressure being brought to bear upon them, at once proceeded to erect a handsome and capacious School-house. Two or three years ago, the trustees moved the old School-house to its present site, at a cost, as I am told, of between \$150 and \$200, and I am sure the whole building and all its contents are not worth \$20 for firewood.

No. 15. No reply. Anticipate that the Regulations will be received.

No. 16. No reply.

No. 17. The School-house in this Section is one of the best in the Township. "Have engaged an assistant teacher. Subject of Merit Cards and Object Lessons laid over for further consideration. Have a library." (Letter 5th Dec., 1871.)

Township of Nelson.

No. 1. "Your notice, &c., . . . was duly considered by this board, and a hearty willingness was expressed by the board to carry out cheerfully any Regulations required by the Council of Public Instruction, in the management and government of our Public Schools, and not only to aid, but to encourage and strengthen the hands of the teacher, in so far as he acts consistently and wisely, and with due regard to the feelings of the parents." (Letter 15th Nov., 1871.)

Trustees have requested me to assist in selecting a library for their Section, to the value of from \$120 to \$150.

No. 2. "The trustees are desirous to try and carry out, as near as possible, the provisions of the School Act, and, as their School-house is considerably out of repair, and the site only one quarter of an acre, would feel much satisfaction if, when you are on the cir-

cut in this part of the Township, to have you give them a call, and have a consultation about the site, School house, &c., &c. The School Section is small, and the number of children not many, but want to get on so as to accommodate all." (Letter 10th Jan., 1872.)

No. 3. New School-house (brick) suitable inside. No reply to other points brought under the notice of trustees.

No. 4. A special School meeting has authorized the trustees to raise money by loan from Township Council, to erect a new School-house instead of the old, dilapidated building, erected nearly forty years ago. (See plan, vol. 1 of my special report. Letter 8th February, 1872.)

No. 5. Trustees have decided to build a new School-house, and purchase a site of an acre; defer purchasing library until such time as new School-house is finished. Will procure Object Lessons and Merit Cards. Special School meeting has authorised trustees to borrow money from Township Council to carry out the above objects. (Letter 9th Dec., 1871, and oral communication.)

No. 6. Trustees have been authorized by special School meeting to purchase a School site, and to erect a new School-house of brick or stone. "The maps, library, &c., will be procured immediately after the annual meeting, if not before." (Letters 5th Dec., 1871, and 10th January, 1872.) Trustees have purchased a site of an acre.

No. 7. Trustees have been authorised to borrow money from Township Council, and have decided to erect a two-story concrete School-house next summer. Will get library when new School-house is erected. (Letter 31st Jan., 1872, and oral communication). "The Library, Maps, Object Lessons, and Merit Cards, &c., we will get as soon as convenient." (8th January, 1872.)

No. 8. Trustees will either enlarge their present School-house, or build a new one. Are waiting to see what action the Township Council takes in regard to altering the boundaries of their School Section. Have no doubt, from my intercourse with the secretary, that the Regulations will be cheerfully carried out.

No. 9. Annual School meeting resolved that the accommodations of the School remain as they are for the present. Will get the Library and Object Lessons. (10th Jan., 1872.)

No. 10. "Have made provision for having the School-house cleaned according to law. The Object Lessons we intend to get as soon as we can levy and collect the money. The Library we intend to get when we get the Object Lessons and some Maps. We wish to get all we want at once." (Letter 27th Nov., 1871.) The trustees have since obtained a library, valued, I think, at \$100, being the first Public School Library in the Township of Nelson.

No. 11. On the ground of "a strong prospect of change being effected in the School Law," a special School meeting decided against authorizing the trustees to obtain money for enlarging the site or purchasing a Library, either by taxation or borrowing from Township Council.

No. 12. No reply.

No. 13. "The trustees have come to the decision of making the necessary alterations and improvements required by the new School Law, at their earliest convenience during the ensuing year." (Letter 18th Dec., 1871.)

Township of Nassagaweya.

No. 1. "We will, as far as possible, fulfil the requirements of the law, as defined in the June number of the *Journal of Education*." (Letter 1st Dec., 1871.)

No. 2. "The trustees have enlarged their School site in conformity with the requirements of the School Act." (29th Feb., and 6th March, 1872.)

No. 3. The best School-house in the Township. No reply to other points.

No. 4. Trustees will enlarge School site. (Oral communication.)

No. 5. No reply.

No. 6. The School-house is new. The site needs enlarging, which I think will be done without much trouble. No reply.

No. 7. The trustees intend to build a new School-house in place of the miserable log

hovel in which the children now assemble. (See the plan and description in vol. 1. and also in vol. 3, nearly ready, of my special reports.)

No. 8. No reply.

No. 9. Trustees, from what I have heard, intend to enlarge the site of the School-house, and, in other respects, carry out the Regulations.

Township of Trafalgar.

No. 1. "Have provided suitable accommodation for all the pupils in the Section. Think it inexpedient to establish a Public School Library at present. Will procure Object Lessons and Merit Cards." (Letter 21st December, 1871.)

No. 2. No reply.

No. 3. No reply.

No. 4. "We will try and get suitable accommodation for the School as far as we can this year. As the School-house will need a thorough repair next year, we do not think it advisable to fill out the whole Programme this year." (4th Dec., 1871.)

No. 5. This is a union School Section with Town of Milton. The board of trustees have not replied to my communication.

No. 6. "The trustees intend to provide a suitable supply of Merit Cards and Object Lessons at their earliest convenience." Have concluded to postpone purchasing a Public School Library till some future time, in consequence of the expression of entire disapproval of the scheme by the people of the Section, and on account of the unsettled state of the School Sections in the Township. Think it would not be advisable to build a School-house at present. (24th January, 1872.)

Note.—The trustees report their present School-house to be capable of affording accommodation for 50 pupils, and during the year 114 pupils were enrolled on the register of the School.

No. 7. Trustees are going to enlarge site, and procure a Public School Library. (Letters and oral communication.)

No. 8. Fine brick School-house. No library, and site not large enough. No reply.

No. 9. New frame School-house. No reply.

No. 10. New frame School-house. No reply.

No. 11. Trustees "purpose compliance with the requirements of the School Law (one exception) as specified in your communication to me. We do not see our way clear to establish a library at present, as we have to contend with the difficulty of building a new house. We will be happy to comply with it next year." (11th January, 1872.) Special School meeting authorized trustees to borrow money for the erection of a new School-house. (23rd January, 1872.)

No. 12. Trustees are going to erect a new School-house, as authorized by special School meeting.

No. 13. Trustees expressed their willingness (13th January) to build a new School-house, and expressed their conviction that it would meet the wishes of the people to do so, but wrote for additional information. A special School meeting was called, and met on the 27th January, and the trustees were authorized to build a new School-house. They design to erect a two-story building. (Letters.)

No. 14. The reply did not refer to one of the subjects of my letter.

No. 15. The following resolution was passed at the annual meeting:—"That we, as a School Section (No. 15, Trafalgar), having tried the workings of the present School Act, enter our protest against it, in its application to the Schools in rural districts, and we would further request our Local Legislature, through our member, to repeal such Act, or at least amend it, so as to be less arbitrary in its application."

No reply to my letter.

NOTE.—I feel confident that the trustees of No. 15, Trafalgar, have not spent \$1 more under the new Act than they did under the operations of the former Acts, for the same services. And as to the new Act being arbitrary in its application, that is sheer nonsense, at least, as far as I have had anything to do with its application. It would puzzle the trustees or people to state a tangible grievance to which they have been subjected since the passing of the new School Act. The bitter and acrimonious remarks

which have appeared in a portion of the daily press have called into existence a feeling of dissatisfaction which would otherwise never have appeared.

No. 16. Trustees intend at present to make alterations in the School-house, to have an enlarged site, and get the Maps, &c. (Letter 26th Dec., 1871.)

No. 17. No reply.

No. 18. "On account of the smallness of the meeting, the question of improvement was left an open one." (Letter 10th January, 1872.)

Oakville.—The High and Public Schools are united, and are taught in the same building. As the County Council have not yet set off High School boundaries, and as changes will then, in all probability, be made, I have not yet taken any steps in regard to the accommodation required by the Public School. Intend to confer with the members of the United Board at my next visit to the town.

No communication was sent to the trustees of the Roman Catholic Separate School in Oakville.

I have granted between the semi-annual examinations of teachers fourteen (14) "special permits," viz., four (4) last year and ten (10) this year.

Of the four teachers who obtained "Special Permits," in 1871, one who came from another county in August, obtained a second class certificate at the last examination. One is teaching as an assistant teacher, having obtained an interim certificate upon the recommendation of the Board of Examiners, and the other two have retired from the profession.

Of the ten teachers to whom I have granted "Special Permits" this year, four obtained third class certificates in other counties (York and Wellington) at the late (Dec.) examinations. Two have been employed since the examination as additional teachers, on account of the new Regulations. One has been engaged to supply the place of a teacher who removed since the examination. One has withdrawn; and the other two are engaged until the trustees can obtain teachers with legal certificates of qualification. I examined them all.

The Schools in this County are all supplied with teachers and there were never more teachers employed.

COUNTY OF WENTWORTH.

J. H. Smith, Esq.—Having already furnished you with my special reports on the standing and condition of each School, it will not be necessary for me to enter minutely into the state of these Schools, but confine myself to their general features, to point out defects, and make such observations, as would naturally suggest themselves, while on my tour of inspection.

(1.) School-houses, grounds, furniture, libraries, &c.

In the first place, permit me to remark that we have in this County a number of very fine and commodious School-houses, with grounds suitably fenced, proper conveniences furnished, and, in a few cases, with flowers and shrubs planted. While these buildings and grounds are justly the pride of the neighbourhood, in which they are built, and reflect credit on the community at large, we have others, the very opposite, whose dilapidated appearance and general unfitness for the purposes for which they are used, are any thing but creditable. I am happy to inform you, however, that these buildings are to be replaced, in the majority of cases during the present year, by others better adapted to the educational wants of the community, and of greater pretensions to architectural beauty.

The Regulations in regard to School accommodation are working with a fair degree of satisfaction. So far, I have not met with any difficulty in enforcing them. However, in accordance with instructions received from the Education Office, dated Oct. 13th, 1871, I have dealt with trustee boards as leniently as possible. My course of action has been, wherever any improvements were required, to meet with the trustees and consult with them about the matter, and so far, I have succeeded in getting the improvements required. The only objection raised has been that these Regulations should not be peremptorily enforced, but that the people should be allowed time to make the necessary preparation for building, in cases where it would be required.

In the Township of East Flamboro' two School-houses do not meet the requirements of the law. In one of these Sections, a suitable building will be put up this season, in

the other the trustees have asked time, so that they can raise part of the money this year, and make preparations for building during the coming winter. The other School-houses in this Township are very satisfactory.

In West Flamboro' I have asked some repairs in connection with one of the School-houses and the work has been done. In one Section the trustees have asked for time, as they are negotiating for the purchase of a building, which, if obtained, will make an excellent School-house, some four others will be replaced during the next two years, as they are frame buildings and somewhat old. The other School-houses are quite satisfactory.

In the Township of Beverly the School-houses generally are very good and substantial buildings. In S. S. No. 1, I have asked some repairs, and they are reported as having been done. In S. S. No. 14, I am to hold a special School meeting, to take into consideration the selection of a School site, and the building of a suitable School-house. This meeting will be held early in April. In the other Sections, the School-houses are very good, excepting No. 20. In this Section, there are only some 1,600 acres of land, and when the Sections in Ancaster are re-modelled, it is expected an alteration will be made, so as to enlarge this, and then a new School-house will be erected.

In the Township of Ancaster there are seven School-houses that do not meet the requirements of the Regulations, but I have not pressed the erection of new buildings on the trustees, because the Sections are very unequally divided. At the request of a number of leading men, I called a public meeting early in November, 1871, for the purpose of considering the best means of re-modelling the Sections in this Township. After a lengthy discussion, a report was adopted, specifying the demands of each Section. This report was laid before the Council, but the final settlement was postponed till the election of a new Council. In the meantime, the subject of a Township Board of Trustees, and the abolition of the Sections, has been discussed, and is gaining in popularity. It is my intention to call meetings in each Section, and discuss this question in all its bearings, and, if possible, secure its adoption.

In the Township of Barton the School-houses are very good, although in two of the Sections the buildings are not large enough to meet the requirements of the law. I have not pressed the trustees to provide greater accommodation, though I have notified them of this deficiency, for the reason that three of the Sections lie below the mountain, and east of the City of Hamilton, and are very thickly settled, though covering comparatively a small area of ground. The trustees of one of these Sections have made the following proposition, and have requested me to call a meeting in each Section to discuss the subject, viz. :—that these three Sections be united, the present School-houses be used as primary Schools, and that in the centre of this united Section, a central School be erected, to accommodate the more advanced scholars. Should this scheme be rejected, the trustees will then provide the necessary accommodation in each Section.

In the Township of Saltfleet there are three School-houses, more or less below the required standard. Two of these will be replaced during the present season ; the other is large enough, but rather old and dilapidated, and will answer tolerably well for the present season. The others are very good.

In the Township of Binbrook one School-house has been condemned, and a new one requested to be built. Another was burned, and will be replaced by a good substantial building. The other four are very good, with one exception, and that one I did not ask the trustees to replace with a more suitable building, on account of the Section being thinly settled, and the people scarcely able to afford the expense of a new building.

In the Township of Glanford not one of the School-houses meets the requirements of the law. However, the subject of a Township Board has been discussed at a public meeting called for that purpose, and was so favourably received, that special School meetings were called to take a vote on it. These special meetings commence on Wednesday, March 20th, and will continue until each Section has decided for or against it. Should this plan be rejected, two new School-houses will be built this year. Of the others, one may answer, as a portion of the Section in which it is situated, and portions of the Townships of Binbrook and Seneca are desirous of forming a union Section. The other three will be re-built in the course of one or two years.

There is a feeling among the thinking part of the community, that we have not paid

that attention to the external appearance and internal arrangement of our School-houses that their importance demands. One cause assigned for this neglect to provide suitable buildings and grounds for School purposes, at least for the past few years, has been, that the people were anticipating certain changes in the School Law, and not knowing how far these might interfere with their School premises, they naturally left the matter over until the new School Bill should become law. Another cause was the unequal division of some Townships into Sections ; some being very large, while others were too small to maintain a good School, and provide the necessary accommodation without excessive taxation. The first cause has been removed by the enactment of the School Improvement Act of 1871, and the second has been placed in the hands of the Township Councils for adjustment, and I anticipate its speedy removal. The people are now taking up this matter of School accommodation with a hearty good will, and I look forward to the future with the hope, that in a few years our School-houses and grounds will be objects of pride to the people, and sources of incalculable advantage and pleasure to the young. I am thoroughly convinced that great improvements will be made in this direction.

I may say, however, that while the re-modelling of the Sections was under consideration I endeavoured to persuade the people to abolish all Schools Sections, and establish a Township Board of Trustees instead, believing that by so doing we should be better able to classify and grade our Public Schools, secure more efficient management, and generally raise their tone and standing. I am fully convinced that by this means, we can place within the reach of a much greater number a higher and more thorough English education, and at a smaller increase on the present taxation, than can possibly be done by the Section System.

In the second place, allow me to direct your attention to the internal arrangements, and fittings of our School-rooms. In a majority of our Schools the double-desk with separate seats is used, while in others 4, 5 and even 6 pupils sit at the same desk, and on the same form, a few, however, have retained the old-fashioned desk fastened to the wall, for the larger pupils, while the junior classes have to content themselves with forms across the floor, and no convenience for either slates or books. In all the Schools visited by me, I have invariably found upon examination, that wherever neat and well finished desks are provided, the pupils take an honest pride in keeping them neat, clean and free from marks, and scratches. In one School where these improved desks were provided, I found them free from all such marks, and almost as good as when first placed there, although they had been constantly used for a period of ten years. On the other hand, as a general rule, wherever inferior and old-fashioned desks are provided, I found a variety of forms and figures cut and carved by idle boys. Upon calling the attention of teachers to these things, they have informed me, that this state of affairs had existed before they took charge of the school, I have therefore strongly recommended the single or double seat and desk, and further, that the desks be numbered, and that particular seats be assigned to particular pupils, and that these pupils be held responsible for any damage done to their seats or desk. The Regulations make the teacher responsible for the general oversight of these matters, but this has not been carried into effect, and consequently a great deal of damage has been done to School furniture, and much of it wantonly destroyed. Similar remarks apply to maps and apparatus. Trustees heretofore have not always furnished proper presses for maps and apparatus, and consequently these in many cases have been almost entirely destroyed or rendered useless. I have scarcely found a set of apparatus that could be said to be in good working order. Too frequently, they are stowed away in a box or drawer of the teacher's desk, in a most disorderly manner, and so far as I can learn but little used.

Every School in this County with but one exception has a blackboard, though some of them are almost useless from bad painting, being too smooth and glossy for the crayon to leave any mark. The principal want, however, is both in quantity and quality. In the majority of Schools, a blackboard three feet wide by from six to twelve feet in length is all that is furnished. I have invariably recommended an additional supply, believing that no teacher can be successful in our Public Schools, who does not make frequent use of the blackboard, both to illustrate particular points, and also to have his pupils work out certain portions of their lessons, especially in Arithmetic, Algebra, and Geometry.

I will now briefly allude to the state of the libraries furnished by the trustees of rural Sections. I regret that I am not able to give a more encouraging account of this part of

our educational system, a part which to my mind deserves the most careful and considerate attention of every person connected with the management of our Public Schools. In a few instances only, I have to report that the libraries that have been obtained from the Education Department have been allowed to go to destruction, no catalogue of the books having been kept, no record of those taken out could be found, and even many books were never returned, till at last only a few torn and defaced remnants of books were left of what was once a valuable and useful library. In several other Sections the libraries were well cared for, the books neatly covered, and kept in a suitable press, but so far as I could learn scarcely a volume was taken out during the year. The result was, that the library was not appreciated. In the remaining Sections that have libraries, we can present a more cheering account. The Regulations are strictly enforced, the books read, and the influence exerted by them was felt in no small degree in the School-room. I am fully convinced that we have no more powerful educating instrumentality than a good library, and wherever the books are read the most gratifying results are seen. One more point I wish to speak of, before leaving this part of my report, and that is, that I have examined the books, so far as my time would allow, in every School library in this County and I must say that the selections are such as reflect credit on those that made them, and further that parents need not fear any injurious result from placing these books in the hands of their children. My only regret is, that they are not more appreciated and more extensively used, as I am thoroughly convinced that we have in these libraries, a most powerful auxiliary in educating the masses.

II. Classification, Methods of Teaching, Order and Discipline.

I have thus far endeavoured to give a just and impartial account of the condition of our School-houses and grounds, how they are furnished, and also the state of the libraries in connection with them. My next duty will be to afford you some idea of the manner in which the pupils are classified, the style of teaching followed, and the order and discipline maintained.

In a number of our Schools the pupils are well classified, though not strictly in accordance with the new Regulations. In others, classes were formed in Reading, Spelling, Grammar and Geography, while each pupil was allowed to work in Arithmetic, whenever he chose, no attempt being made to classify them properly in this subject. In these latter Schools, some were reading in the Fourth and Fifth Books, studying neither Grammar nor Geography, and working in the simple rules of Arithmetic and reduction, while others, in the same reading classes, were studying both Grammar and Geography, and as far advanced in Arithmetic as fractions. The irregularity of attendance on the part of many pupils is one reason for this want of proper classification; the interference of parents, in some instances, in not allowing their children to study certain branches, and neglecting to provide them with the necessary books, is another reason; while a third, and too prevalent, reason is the neglect of a number of teachers to avail themselves of this important instrumentality in prosecuting their work. The working of the new Regulations will produce a great change in these Schools, by compelling both parents and teachers to comply with their requirements.

Of the methods of teaching, I may remark, that they are in too many cases sadly defective, being too mechanical, and not calculated to draw out and train the mind, but rather to pursue a course of cramming, and a loading of the memory with facts, irrespective of the pupil's ability to use them. The great object being, in not a few cases, to push the pupil through as many books as possible, in a given time, without any regard to the mental training they are to receive. This charge cannot be laid exclusively against the teachers, because in many cases they are compelled to push their pupils forward, outside influence being brought to bear upon them by parents complaining that their children are not promoted from one reading book to another, and the teacher yields, without due consideration being given to their proficiency in other branches. Then, again, some teachers are very careless in this matter, either from ignorance of the subject, or from a total disregard to the responsibility they have taken upon themselves in endeavouring to train and direct the minds of their pupils, and I may remark further, that some teachers seek to gain popularity by the rapidity with which they advance their pupils from one

book to another. The fact, nevertheless, stares us in the face, that we have too much mechanical teaching and cramming, and too little real intellectual culture. I may remark in this connection that the principal defects in all the branches taught are a want of thoroughness and accuracy. In the Reading classes the ability to pronounce the words, or at least a majority of them, is all that is required, no attention being paid to the inflection of the voice, or pauses, or the sense of the passage read. In Spelling, dictation is seldom used. In Grammar, the analysis of sentences is almost entirely neglected, in fact, in a few instances no attempt has been made in analysis. In Arithmetic, no reasons are required for the various steps taken in the solution of a problem, and as a natural sequence, the pupils know but little of the principles which form the basis of the rules. In Geography, the pupils can mention a number of names of counties, cities, lakes, rivers, &c., but of their relative positions they know but little. In the derivation of words, or Etymology, the great majority of our Schools are deficient. To illustrate more particularly, I will cite one instance out of a number that I can produce to show the method of teaching followed. In one School, I gave a problem in interest, similar to the following:—What is the interest of \$860.50 at eight per cent, per annum for seven months? Two out of a class of ten gave a correct solution, but when asked, what is meant by the word principal? No answer was given by any member of the class. Similar results were obtained when asked, what is meant by interest? per cent? per unit? amount? The teacher then asked, is not the money loaned called principal? The class answered in concert, "yes, sir!" Similar results were obtained in answer to the other questions; the teacher answering the questions while asking them, and the pupils assenting.

Of the order and discipline maintained in our Schools I may observe, as a general rule, that it is quite satisfactory, although a number of teachers have no regular method of calling their classes into position, or of seating them. In a number of our Schools good order and discipline are maintained, while in only very few instances have we found the Schools noisy and disorderly. However, we have recommended the teachers, wherever it was necessary, to adopt some regular form, by means of certain words of command or signals, for calling and seating their classes and dismissing their Schools; and, further, to have order and method in everything pertaining to the School-room, or to the work done there.

The foregoing account, though not very flattering, is nevertheless correct. I have endeavoured to give an impartial representation of the standing of a majority of the Schools in this County, and of the manner in which they are taught. I would not have you understand, however, that all the Schools are of this stamp, for, on the contrary, we have a respectable number that are worthy of the highest commendation, whose teachers are thorough, practical and earnest, doing a work that is creditable to themselves, and of incalculable advantage to their pupils. Of these we cannot speak too highly, and would therefore urge them forward in their noble work by words of encouragement, and trust that they may realize the high satisfaction of knowing that they have done their work and done it well.

Since the Annual Reports of Trustees have been sent in, and while visiting among the Schools, I have received a number of complaints from trustees, that they do not receive the *Journal of Education* regularly. With your permission I would therefore suggest the following remedy: That in the Trustees' Annual Report either of the following questions be inserted—"Name of Sec.-Treasurer," or "Name of person to whom the *Journal of Education* is to be sent." Trustees do not receive it now, because Post-masters are, in many instances, very careless about the delivery of the *Journal*; but when addressed to a particular person they will be more careful, and the party to whom it is sent will be responsible for its delivery to the trustees.

COUNTY OF LINCOLN.

John B. Somerset, Esq.—I found in the course of my visits, that a full day given to every one School would be more than sufficient, in most cases, to give me an insight into the state of the premises, the method of teaching pursued, and other matters requiring observation and examination; and a half-day, especially on these my first visits, I found not sufficient. I may here state that I invariably induced the trustees or some of them to ac-

company me to witness my examination, and often reorganization of the School, and I found this course enabled me to overcome and explain away many unreasonable prejudices against the new Law and Regulations, and to illustrate the advantage of teaching by proper methods, as well as by proper appliances.

Time Tables I found to be exceedingly rare articles, and only in one instance did I notice a time table hung up properly.

The teachers, in explaining the absence of this necessary part of the furnishing of a School, stated, in some cases, that, having left the re-classification of the pupils to await my visit, they had not thought it worth while to draw one out in the meantime; others, that, having the classes arranged in their minds, they found a written time-table unnecessary; others again seemed as little aware of the nature as of the necessity of such things. I trust to be able, in my next book, to report a more general appreciation of the necessity of keeping and adhering to, time-tables.

The number of pupils actually present, or in attendance, I found in most cases to be a small percentage of the total number on the School register, especially if my visit happened in the earlier part of the autumn; and the attendance was stated in nearly all cases to be very irregular, partly from children being kept at home to work, and partly from the whim of either children or parents. I feel that this irregular attendance is one of the great causes of the inefficiency of many Schools under my charge, and I have lost no opportunity to declare the ill effects, and urge the abatement of the evil.

The classes in nearly all the Schools at present consist of reading, writing, arithmetic, geography and grammar; and in no case yet have I noticed the introduction of the physical sciences, nor can I say that there is room at present, in most of the Schools, for their introduction, except in the form of object lessons, the three R's demanding, I think, primary attention.

But I hope, ere long, to have the Schools of this County up to such a standard as will admit, without interference with more important subjects, of the introduction of those sciences.

I found very few classes in algebra or geometry.

The mode of teaching practised in the Schools was, with some very marked exceptions, merely a mechanical process of cramming knowledge into the pupils' minds, without regard to the development of their reasoning powers. The exceptions to this system were almost invariably Schools conducted by teachers who had received a training for the profession; and this, I feel assured, is the great remedy for unskilful teaching so prevalent in our Schools, for even visiting each other fails in effect when all are equally untrained.

I have endeavoured, by taking classes and illustrating lessons on all subjects, to enlighten teachers on the true aim of teaching. The majority cordially receive these suggestions, and I hope to see good results from them.

I am about to endeavour to establish, also, a Teachers' County Institute, from which I hope for great things.

Management, in most cases, especially those in which the teacher was untrained, was bad, pupils generally rushing up simultaneously when a class was called, without any attempt at regularity, and all rushing in or out pell-mell when School was called or dismissed; even in some cases I thought I could observe from the awkwardness of the movements, that the regularity of movement was only occasional, while in the case of a few well-trained teachers, the movements were made with the precision of clock-work, being pleasing to the eye, and promotive of good habits.

A great difference was observable in the amount of direct influence of the teachers over the pupils. Some, apparently without effort, were obeyed with alacrity, while others preserved order only by constant and painful watchfulness, others again had apparently given up the idea of strict order being necessary to their own comfort as well as to the advancement of the pupils in their studies.

The condition of the house and premises in the great majority of School-sections is so far below the requirements of the law that it is rather a discouraging task to undertake to arouse the trustees to a sense of their duties and responsibilities in the matter. Though I have in most cases found the house sufficient in size for the accommodation of all the pupils, I have noticed a very general neglect of proper means of ventilation, of little repairs, insignificant in themselves, but when neglected, giving an unsightly appearance to the premises, and

a total absence of all attempts at a *tasteful* arrangement of anything inside or outside the house.

I have insisted on proper means of ventilation being provided in every case, as well as the proper division of the playground, and in very many cases, its enlargement. In a few cases, I found no private offices whatever; in several, only one for both sexes, and in a good many, they were out of repair.

There are a few School-houses and lots that are a credit to the ratepayers and an ornament to the Section, and I hope to see the others excited by emulation gradually come up to the same desirable standard.

I fear that the introduction and carrying out of the new programme will be a work of time. The subjects hitherto in many Schools have not been treated with the same relative importance as they have been in the programme. Indeed, I cannot expect to see justice done to it till we have our teachers more generally trained.

I cannot but notice the failure of so many of our Schools to give the children such an education as we have a right to expect from them. From my own observation, I would venture to say that three-fourths of the Schools seldom keep a teacher over one year at a time, one third change teachers *twice* during the year, and I have visited more than one where the *third* teacher had been employed since the beginning of the year. I have reason to hope that the operation of the new standard of qualification for teachers will, in a great measure, do away with such a state of things.

The average salaries of teachers for 1871 were—males, \$352; females, \$220. The salaries of the males were, in a few instances, as low as \$250, and females \$144. I cannot hope for much improvement in this matter till all the teachers are classified according to the new standard of qualification.

The large number of children returned as not attending any School—556, and of these, 158 between the ages of 7 and 12 years, proves that though our Schools may be open to all, there is still a large class of neglected children difficult to reach. Trustees generally shrink from the task of prosecuting parents who neglect or refuse to send their children to School, and it is to be feared that this compulsory power must remain practically a dead letter if left to the option of trustees, whether to enforce it or not.

In the classification of the pupils, many changes have been made during the last six months, the children in most of the Schools having been badly classified, and teachers generally, even where fully alive to the necessity of re-organization, feeling unable or unwilling to meet the opposition of inconsiderate parents to their children being placed in classes with books suited to their capacity.

The observance of the Regulations as to stated religious instruction has hitherto been left entirely to the discretion of the teacher, and the result is, that in 38 out of 70 Schools is there any observance of it at all, and in not a few of these it consists only in opening with reading and prayer. A very general indifference is manifested with regard to it, on account, I think, of the wide diffusion of Sabbath Schools, which are sufficient to reach all that attend the Public Schools, and in which each child is taught in accordance with the views held by its parents.

None of the Schools have yet attempted to make the study of natural sciences pleasant and interesting to the pupils by providing for a museum; indeed, in very few Schools is there any commencement at teaching natural sciences at all. The great bulk of our teachers have never made it their study, the old certificates having been granted without requiring any knowledge of the subject. A very noticeable defect in most Schools is the neglect of object lessons, owing, I think, in a great measure, to habits of mechanical teaching, in which time is devoted to cramming the pupils' memory with a confused mass of facts that might be far more profitably spent in developing the reasoning powers, and so preparing the mind to retain imparted knowledge.

The subject of Public School libraries is one on which, in this County at least, the public mind needs to be stirred. The number of libraries is very small, but the number of those who have proved their interest in them during the past year is proportionally less. In connection with this may be noticed the almost complete failure of former local superintendents to deliver annual lectures, in which the providing of libraries might, with good effect, have been advocated. The number of lectures delivered in this County during 1871 was 15, nearly all in one township.

In all cases where the *Journal of Education* has been regularly received and read, the good effects manifest themselves in an intelligent appreciation by the trustees of the powers and duties devolving upon them by law, and an attention to matters pertaining to the management and arrangement of School premises, &c., that have been long advocated in the columns of the *Journal*, which is not found elsewhere.

In carrying out the Regulations framed under the authority of the 2nd section of the Act of last year, I have in every instance where I observed that a School-house was not up to the requirements of the law in regard to its size or a School-lot in regard to size, fencing or arrangement of out-premises, I notified the trustees of their duty in the matter, and either received an assurance on the spot that my directions would be attended to, or, as in the case of small, poor Sections, arranged for a *portion* of the improvements being made at once, and the remainder at a future time.

The result is that eight new School-houses are now either in course of erection, or in contemplation, while in the size of playgrounds, their fencing and general fitness for the purposes they are intended to serve, I feel confident of seeing before the close of the present year, a vast improvement.

In many instances, my directions were anticipated by the trustees, who freely acknowledged the necessity of the improvements, and in all cases, with a single exception, have they been received without any question as to their reasonableness.

Indeed many have received gladly a notification that made *necessary* certain improvements, which they previously felt they would be unsupported in carrying out.

I may state that the number of Schools shut from *any cause* since August, 1871, in the County of Lincoln, for over a month at one time, is *nine* (9).

Of these, one in Clinton has been shut from its being uninhabitable in winter; one in Louth, from neglect of the trustees; one in Grantham from its being uninhabitable; one in Niagara from neglect; and three in Caistor; one in Grimsby, and one in Gainsboro' from inability or unwillingness to pay rates of salary common in other parts of the County. All of these, however, with the exception of those uninhabitable, have since been supplied, either by paying higher salaries, or, as in the case of small, poor, Sections, choosing a person, who is thought to be capable of conducting their School, and to whom, on his application to me for a temporary certificate, I gave the necessary authority if I found him at all capable of teaching, so that the School might derive any benefit at all from his management.

At present there is no School in this County closed, to my knowledge, for lack of a teacher.

COUNTY OF WELLAND.

James H. Ball, Esq., M.A.—School Accommodations.—I am glad to be able to say, in regard to School accommodations, that we have in this County a considerable number of good, substantial and commodious School-houses, in the construction of which the health, comfort and convenience of both teachers and pupils have been consulted; tasteful in appearance, and calculated to inspire respect for the object to which they are devoted, and adequately supplied with suitable furniture. These structures are not confined to the villages; we find not a few of them in the rural Sections; nor are they more numerous in the older and wealthier districts than in the newer and less wealthy ones—contrary to what we might expect—the reverse is rather the case.

In contrast to the superior buildings may be placed those of an opposite description, being of low structure, the ceilings varying from 7 ft. to 9 ft., without ventilation, and affording insufficient room, and the furniture of a character to correspond with the building. Some of these were erected 40 or 50 years ago, and they are now in a very unsightly and dilapidated condition, and, as places for the education of children, are utterly unsuitable.

The School-houses not included in the foregoing constitute a large proportion of the whole number, and they may be said to answer their purpose sufficiently well.

One great defect in regard to School accommodation is, in many instances, the narrow limits of the school-yard. Very rarely, indeed, do we find a whole acre; in several we find $\frac{1}{2}$ an acre, but more frequently $\frac{1}{4}$ or $\frac{1}{2}$, in some $\frac{1}{8}$ or even the spot only upon which the School-house stands. In the majority of cases the premises are fenced, but it is not uncommon to find them open on the street. Only in a few exceptional cases are shade-trees planted; in

any instances there is no well upon the premises, water being carried, in some cases, $\frac{1}{2}$ or $\frac{3}{4}$ a mile, and the outbuildings in a very bad condition or altogether wanting.

I have not in any instance withheld any part of the grant, or threatened to do so. The best I have done has been to say, "The accommodations do not meet the requirements. We have no desire to be harsh with any one, but the law has been enacted in the interests of education, and it is not meant that it shall be a dead letter."

As to the manner in which the Regulations have been received, I beg to state that I have not met with any trustee or rate-payer who has signified his dissatisfaction with them. My own suggestions have in every instance been received in the most friendly way. Trustees themselves have, I think, in the instances in which I have had occasion to confer with them upon the subject, been fully persuaded of the need of better accommodations. I have found, however, that the consideration of *expense* has deterred them from doing what they knew to be needed. I have been told by trustees, on several occasions, to let them know what *must* be done, and then it would be done. To acquaint them with the requirements of the law appears to strengthen their hands, and to give them authority to do what would otherwise be left undone.

The Schools.—It affords me much gratification to be able to report a few of the Schools in this County as examples of what our Public Schools can be made under efficient teachers and trustees. I refer to these with the greater satisfaction, inasmuch as a great many of our schools are in a condition inferior to what we ought, perhaps, to expect them to be. We have, on the one hand, Schools, in which the prescribed course of study and method of discipline are carried out, and which have attained to a very creditable degree of intellectual efficiency. For example, the pupils of a class of 10 or 12 are able to read with ease and precision in the Fifth Reader, spell correctly, define and give the derivation of the more important words; to analyze and parse correctly even complicated sentences, and to apply readily the rules of syntax; to discover an intimate acquaintance with the geography of the various countries of the globe, as well as being familiar with the higher rules of arithmetic, and in some cases exhibiting a very considerable knowledge of algebra, geometry, and history, &c.

On the other hand, there are examples of Schools in which classes of pupils of about the same ages as the former can scarcely read with ordinary facility; that are unable to spell correctly or define the commonest words, entirely unacquainted with grammar, and with a very meagre acquaintance with geography and arithmetic.

Between these extremes, but nearer the latter one, lie the majority of our Schools, the higher classes being able to read tolerably well, but not to spell correctly or to define, showing a very limited acquaintance with grammar, and by no means a satisfactory one with geography or arithmetic.

But we may, I think, entertain good hopes, that the present state of proficiency will be greatly improved under the Time and Limit Tables and course of study prescribed. A few of the Schools have got rightly to work under them, and they have been found to work well. It is in mostly all the Schools, owing to the want of proper organization under the old Act, that the work of organization is a somewhat awkward one, and a little time will be requisite before it can be fully accomplished.

In most of the Schools the authorized Text Books are exclusively used. In several, however, Edwards' Summary of English History, Boyd's Canadian History and Sangster's Arithmetic, are still used, but the authorized books on these subjects are being introduced.

The Schools are all provided with black-boards, though there are many that have not a sufficient supply of maps, some of them none at all; the great majority are without tablets and only a few supplied with globes.

Considering the great importance of a sufficient and suitable supply of apparatus, and on very advantageous terms upon which it may be obtained at the Educational Department, we may reasonably hope, I think, that it will not be long until we shall be able to report the Schools as being supplied with them.

Discipline.—There is not, perhaps, a more difficult task the teacher has to perform than that of maintaining proper discipline; his other duties, laborious as they are, are, perhaps, as difficult of accomplishment than this; and yet without it those labours can be only partially successful.

Owing in a great measure, no doubt, to the prejudicial effect of a constant change of

teachers, and the want of more permanency to the teacher's situation, the highest discipline is rarely to be met with in our Schools. A species of discipline must, of course, be maintained; but when we find, as we do, pupils come dropping in for an hour, or an hour-and-a-half, after the proper time, the furniture and the buildings within and without shockingly defaced with knives, or scribbled with chalk, pencils and ink, and the School property otherwise unnecessarily injured, we conclude that discipline is not so strictly enforced as the interests of the Schools require.

In carrying out school discipline, corporal punishments are, with very few exceptions, the means chiefly resorted to. These are performed publicly, except in one or two Schools, with a rod or a rule. "Standing on the floor," as a milder form, is also largely employed; in a few Schools impositions are given, and detaining after hours practised.

In many of our Schools the pupils do not change places, no marks of recitation or standing are kept, or merit cards given. In some of them "head-marks" are given, and the authorized system of merit-cards is used only in a very few; prizes are given in several, but these occasionally at the teacher's own expense. About half the Schools are opened and closed with prayer or reading the Scriptures, or both; the ten commandments are not generally taught, and no separate religious instruction is given.

As to the method of instruction, the individual method prevails, especially in the senior classes; in the junior, the simultaneous is also largely employed. Attainments are tested by oral interrogation in the recitations and examinations, written answers being seldom required, or an abstract from memory. A register is kept in each of the Schools, but many of them are without a visitors' book.

Libraries.—I regret that I am able to report only three Public School libraries, and that I am not sure of these being a prosperous condition, the library regulations not being observed, the books scattered and no fines collected. Owing to the want of proper management, I fear we must conclude that the libraries do not fully accomplish the object of their mission.

Educational intelligence is sought for in the *Journal of Education*. In several cases, however, the *Journal of Education* fails to reach the trustees. The fault, in some instances, has been the omission on the part of trustees to ask for the *Section*. As an example of this, the trustees of a School Section applied to me in order to obtain the *Journal of Education*, stating that it had not been received for a considerable length of time, and that they were anxious to obtain it. I applied to the Department on their behalf, and was informed the *Journal* had been sent to every School Section in the Province, and was asked if the trustees had inquired for the *Section*. Upon learning this the trustees made the inquiry suggested, and found numbers of the *Journal of Education* for two years back lying in the Post-office. It appears in some cases, nevertheless, to go astray, and to fail in reaching its destination.

Certificates.—The failure on the part of a large proportion of those who presented themselves for certificates to obtain them, rendered it necessary for me to grant a large number of interim certificates. The result has been an adequate supply of teachers to meet all requirements. But the practice of granting interim certificates should, I think, cease as soon as we shall have obtained a sufficient supply of legally qualified teachers.

As there is a large number of *unlimited* certificates granted under the old Act, and as it is desirable that certificates should be brought to the same standard throughout the Province, the question arises as to the best mode of accomplishing this. My own view upon this matter is in accordance with that of the Board of Examiners for this County, whose opinion is embodied in a resolution which was passed unanimously at our last meeting, and which was as follows:—

"That in the opinion of this Board no action should be taken by County Boards to cancel existing certificates which have been granted for unlimited periods, until such general regulations have been prepared as will insure the simultaneous action of the County Boards throughout the Province; and, further, in case of such action being taken it should only extend so far as to recall second and third-class certificates where such have been granted; all first-class certificates remaining in force according to the terms in which they were granted."

COUNTY OF HALDIMAND.

R. Harcourt, Esq., M.A.—I began visiting Schools on the 21st of August; my last visit was on November 21st. Upon an average I spent four hours in each School, and

closed my inspection (in every School save four), by giving an address to the scholars. My address dealt chiefly with three points, viz. : (a) the necessity of regular and punctual attendance, (b) the importance of a prompt compliance with School rules, and (c) the advantage to be gained by reading and studying at home.

Independent of these addresses, which were very often listened to by trustees and others (whom I would request the teacher to send for, when they happened to reside near at hand). I addressed five public audiences on Educational matters. I gave no regular lecture, but being invited to speak at those meetings, I attended and took matters relating to education as my subject. I expect to be able to accomplish something, by addressing audiences from time to time. I have regularly contributed to the local papers, and think that, in this way, an interest in School affairs can be sustained. A letter on "High Schools" was the direct means of causing several parents to take immediate steps to avail themselves of these institutions. The High Schools in this County are now in a better position, I think, than they have ever been. The "Board of Trustees" of two of them intend erecting commodious buildings next summer. The prevailing opinion (almost unanimous) amongst thoughtful and influential men in this County, is that the new School Act must work great and good changes in the working of our Public Schools. There will of necessity be a greater interest taken in School matters generally; the status of the Schools will be greatly raised; the teachers will work up to a higher standard of acquirements, and School accommodations will be greatly improved.

The good I have accomplished in carrying out that clause of the new Act, which relates to School accommodations has been especially gratifying. The teachers generally appreciate the fact, that to the new School Act is altogether due the advance in salaries which is almost universal in my district.

Within the space of a year, there will certainly be erected in this County, twelve first-class School-rooms; and in several Sections additions are being built to the old rooms, and a second teacher installed in comfortable quarters. The clauses which makes it incumbent on trustees to procure the services of an additional teacher, whenever the average exceeds fifty, is, I think, a very wise one. Our examinations this past week were duly conducted. The examiners, in two or three papers, made an allowance in favour of the candidates, owing to the fact that the extreme cold rendered continuous writing very difficult.

The candidates, without exception, pronounced the papers good, furnishing the required test, &c. Nearly all of them did badly on the paper on "Education and School Law;" this difficulty will be removed before the next examination, since it will be understood that a knowledge of these points is essential; an impression to the contrary has, it seems, heretofore been in existence. The authorized text books are used in all the Schools; at my first visit I came across several unauthorised ones; these the teachers promised to set aside, as soon as others could be had in their place.

The new Programme, in several instances, had not been seen or heard of until my visit; so many teachers even live without reading newspapers or periodicals of any kind. Euclid and Algebra are studied in about one seventh of my Schools; Algebra more than Euclid. In neither of them is much done. In the Village Schools a class is occasionally found, which has gone through the 1st B of Geometry and as far as equations.

Dictation has, it seems been scarcely practised at all; in each School I gave sixteen words and three short sentences for the best of the scholars to write on the slate. The words appear in the Third Reader. In a dozen Schools none of the scholars could write with ease; in only a few could 3rd form scholars undertake the task. In only one School were the words and sentences freely written by all the scholars. There is, with few exceptions, a scarcity of apparatus in the Schools. This trouble is easy of remedy, for I find, that I can readily persuade trustees to get the required maps, &c. In some of the Schools, owing to the miserable condition of the room itself, I have told them that they need not get maps and the like, until their new buildings would be completed.

I intend during the coming year, to ask for grants from the various Township Councils, which grants I will expend by sending to the Department for prize books, &c. The books should, I suppose, be distributed among the various Schools in proportion to the average attendance.

There are no museums, as yet, in connection with any of the Public Schools in this county. No School is possessed of a magic lantern.

The libraries, save in one or two instances, are old, and little resorted to. Where used,

there is a good influence manifested by way of conversation, bearing on the books read, instead of its being centred round topics less worthy of attention. The *Journal* has, since the passing of the new Act, been read not only by teachers and trustees, but also by others. Of a consequence a degree of interest in educational matters, far greater than was ever shown before, is now generally manifested.

Nearly one-fourth of the School-houses in my district are upwards of twenty years old, small, ill ventilated and wanting repairs. Upon visiting these Schools, I left a note with the teacher in each of them for the trustees, calling their attention to that part of the Act which made it their duty to provide fit accommodations, and requesting them to bring up the question of building anew at their earliest trustee meeting. In every instance my note has been well received, and I have every reason to believe that, within four years, not one inferior School building will remain. Of course some few will complain of harsh legislation, but the thinking majority of this County deem that part of the Act which relates to suitable accommodations, as both just and wise.

As to permits, eight candidates who were unsuccessful at the Christmas examination received them; thirteen others have, after special examination received permits; of this latter number seven had been teaching, and six had never taught; three of these six are now assistant teachers.

Every School save two was in working order last half-year; and in those two, the cause of there being no teachers was due greatly to the carelessness of trustees. However, every School in the county is now at work save one, and it too will soon have a teacher.

The raising of the standard of qualifications (due to which a temporary scarcity of teachers is as a consequence traceable) is here with one consent recognized as a much needed and wise step. In my County there are three more teachers now than formerly; these are assistants in Schools with average larger than fifty.

COUNTY OF NORFOLK.

James J. Wadsworth, Esq., M.D.—In making the inspection I have followed out as closely as possible the valuable suggestions contained in the circular which you addressed to the Inspectors last June. As you there anticipated, the work has required no small expenditure of time and energy.

In visiting a School, my primary object was to see it in its every-day dress. I therefore entered quietly, offering as little interruption as possible to the ordinary proceedings, beyond occasionally shortening the recitations. After an hour or two of observation I would hear the classes myself, or most of them, testing the general intelligence and thinking power of the pupils. The want of mental cultivation, or ability to think, is in some Schools astonishing. After inviting in the trustees and others, I would address the School for fifteen or thirty minutes, dwelling strongly on the programme, time-table, proper classification, and other points such as the particular necessities of the Section seemed to demand. I usually had a serious consultation with the teacher, and assisted in many cases to classify.

In every case the trustees have been notified of deficiencies, usually by letter, unless the matter was more advantageously brought before the notice of the teacher.

There are 102 School-houses in the County. 17 of these were closed, although I made two visits in several cases. But I have inspected the School accommodation in all (sometimes out of school hours, when the school was closed for the term).

Looking at the Sections as a whole, it is amazing what a variety there is! In adjoining and equally wealthy Sections the extremes of excellence and wretchedness may be often found.

The sites are as follow: 26 excellent, 10 fair, 66 wretched (or none at all).

Some houses are set down, as it were, on the edge of a man's farm, to stay there till he orders removal. Others intrude on the margin of some grave-yard (and the youths sport among the graves of their forefathers at play-time). In some places an old gore of land or rocky ridge of no value is considered good enough for the School site. When I say that 66 of the sites in this County are "wretched," I mean that from want of fencing, or extent, or something else essential to a good site, they are not what they should be, but far from it.

The Houses are of every style, the old rectangular meeting-house order, with gable to the road, predominating. But most of them are comfortable, 39 are excellent, 37 fair, 26

wretched indeed! Good maps abound, but libraries are almost unknown. I have urged this question of libraries earnestly.

The quality of the instruction given is marked thus: Excellent, 21, fair, 38, wretched, 26, schools closed, 17. Simultaneous recitation is a great evil in many of the Schools. One quick-witted pupil leads, and the others re-echo his words without thinking. The slow moving but solid understanding of many a fine pupil is thus left uninformed and discouraged, or else urged into haste and inaccuracy. Managed properly, with hand signals and all undue *haste* banished, the system works admirably.

I have grouped the Schools as follows on the three points, *sites, houses and quality of teaching*, using three degrees, excellent, fair and wretched:

	SITE.			HOUSE.			INSTRUCTION.			CLOSED.	TOTALS.
	Ex.	Fr.	Wr.	Ex.	Fr.	Wr.	Ex.	Fr.	Wr.		
Townsend.....	5	4	10	8	10	1	6	8	4	1	19
Windham.....	3	2	10	3	6	6	3	6	2	4	15
Middleton.....	3	1	8	6	3	3	1	4	5	2	12
Woodhouse.....	2	0	9	4	5	2	3	4	4	0	11
Charlotteville.....	4	0	10	6	4	4	4	6	3	1	14
Walsingham.....	3	2	15	6	6	8	2	7	5	6	20
Houghton.....	6	1	4	6	3	2	2	3	3	3	11
	26	10	66	39	37	26	21	38	26	17	102

I feel it my duty to report the chief objections made by the people, or many of them to the new Law.

(1.) There is a wide-spread feeling that the Text Books are changed too often. I meet this cry, go where I will—"Why so many changes?" There is no doubt that the buying of books is a serious item to many, and they wish all their children to study successively from one set of books, or from as few as possible. I have been astonished at the bitterness of feeling excited by the new Arithmetic in most of the Sections, and have time and again resolved to report the matter to the Department—not in the way of discussion, but as a *fact*—that the body of the people in this County regard the changes in Text Books during the last few years as unnecessary and extremely provoking.*

Whether this opinion of theirs is well-founded or not I do not pretend to say. I have defended the Department as much as possible in my rounds, but have heartily wished this element of discord removed.

(2. The other objections are chiefly about the new Programme, and refer to the pupils of the Fifth Class having to learn so many subjects at once (18 or 19.) Some eminent masters have complained to me that they cannot teach a pupil so many things and expect any progress.

The people in many Sections have objected to the new classification *in toto*, but unwisely, and as it is being understood, the objectors decrease in number. I think the people as a whole are beginning to regard the new Programme and Time-table as something likely before long to improve the Schools very much.

In other respects the new Law is, as far as I can judge, highly esteemed. Steps are being taken in many Sections to obtain eligible sites and erect elegant and commodious School-houses; and throughout the County a wonderful impetus has been given by it to the progress of education.

So far as I know, however, the Regulations regarding School accommodation have proved a very strong stimulant to Boards of Trustees. Many sites have been enlarged, others selected, others fenced. Contracts for building new School-houses have been let out. I believe between 20 and 30 new houses will be erected during the coming summer.

Of course this activity may not be entirely attributable to the new Regulations. Many Sections were contemplating improvements, before they were issued, and were waiting until then before commencing operations.

Not a few boards have found the rules published very useful in silencing the objec-

* NOTE.—The objection referred to is founded on an entire mistake. The Text Books have not been so often changed, as explained in the *Journal of Education*, for the Text Books authorized by the Council of Public Instruction have (with two individual exceptions), been only changed once in twenty-five years; and in one of these cases the change was rather an adaptation of the Text Book in use, than the introduction of a new one.

tions of those who opposed improvements so long as there was no fixed standard of reference.

But in some Sections the new rules have been looked upon as arbitrary in the extreme and as exacting too much from rural districts. In such cases the people have made no attempt at improving the Schools, but have declared themselves willing to lose the Government Grant, or even to establish private Schools. I believe such Sections are comparatively few.

As to how I have carried out the Regulations, I may say that immediately after visiting each Section last year, I was in the habit of writing to the trustees pointing out the more striking deficiencies of their School, and then inviting their attention to the Regulations on page 94 of the *Journal of Education* for June, 1871.

I used no threats in my letters, or peremptory expressions of authority; but simply stated the needs of the Schools, and referred the boards to the Regulations. Although I was under the impression that the Department intended that the grant should be withheld from all Schools not complying with the requirements within a reasonable time, I never used this as a menace in any instance. Most of the trustees drew this inference themselves, however, I have no doubt.

As to how the rules have been received, I can say but little. Every variety of opinion obtains: some applaud, some condemn. I think the majority would prefer that the Inspector should have a discretionary power in determining the adequacy, or inadequacy of School accommodation in any given Section, as circumstances vary greatly, and all Schools cannot come up to one standard. If the new Regulations were carried out *strictly*, probably not five Schools in the County would pass muster in *every* respect. Yet there are many excellent Schools. Hence it is that many consider the rules too stringent, as having too much law and too little equity about them.

As to permits, I granted 9 last year, and 5 this year. Last summer there was some difficulty in securing teachers, but there is none now. Not over two or three Schools were closed here for any length of time for want of a teacher, and they could have had females. There is still a demand for experienced male teachers. Salaries have all gone up 10 to 15 per cent.

COUNTY OF OXFORD.

William Carlyle Esq.—Wherever I found buildings comparatively new and susceptible of repair if it was needed, even if their capacity was a trifle less than that called for in the Regulations, I made no application to the trustees to build others, but postponed such requests to a future period when the condition of the houses, or the educational necessities of these localities may require a change.

1. In those sections where the surroundings of the School-house are naturally defective, I called the attention of the trustees to the Regulations. Where new buildings were needed, I notified the trustees that such was the case, asking them to determine previous to the erection of their houses, whether any alterations were needed in the boundaries of Sections.

2. In no case have I found trustees complaining that the requirements of the Regulations are excessive. But on the other hand, decided expressions of approval have been made, and a willing readiness manifested to comply with them. Trustees that did not wish to assume the responsibility of erecting new houses, are furnished with authority to lean upon. Such are heard to say, "We are waiting for the decision of the Inspector. If he says *build* we shall do so at once."

3. Already several new buildings are contracted for, all without exception to be of brick, costing from \$1200 to \$2500, each. Others are not so far advanced, but plans and specifications for them are under consideration. In some localities where a change of boundary lines is needed, and likely to be accomplished, I have assented to a delay in the furnishing of new buildings.

4. During 1871, special Certificates were granted to 12 teachers who failed at the examination and to 3 who were examined by the Inspector, making 15 special Certificates in 1871.

During 1872, 3 teachers who had failed and 7 examined by the Inspector, 10 in all, received them.

5. No Schools have been closed in this County in consequence of Candidates failing to pass the examinations. The supply of teachers has been equal to the demand. All the Schools are now supplied, or might be, as there are legally qualified teachers in the County unemployed.

So long as trustees are not somewhat permanently located, no great amount of interest will be manifested in establishing libraries and museums, and securing apparatus for scientific amusements. Occasionally an intelligent and energetic teacher secures the co-operation of his trustees, books and apparatus are supplied, and for a time real work is performed. But he resigns and another takes his place, knowing little about the value of such things and caring less. They are either shut up to be exhibited on rare occasions as curiosities, or exposed to the ravages of the scholars, and soon come to answer a purpose very different from that for which they were designed, that of furnishing ratepayers with cause of complaint against the trustees for extravagant and useless expenditure.

The new Regulations are calculated to effect great improvements in the Schools, if politicians do not by senseless interference obstruct the introduction of them.

The present system of inspection will supply a great want, if Inspectors are invested with authority to enforce, if need be, their direction. Otherwise they will be a comparatively useless set of officials. What heed will be given to the disapproval of the Inspector, if compliance with his advice is to involve an expenditure of money, or what effect will his visits have upon inefficient and careless teachers. Already these regulations have put School authorities in motion, and intelligent people who have interested themselves in Public Schools, look on convinced that a remedy for many glaring evils has been adopted. Eligible sites are being selected; commodious and convenient houses are to be erected, and efficient teachers employed. So far as I have been enabled to address public meetings, a desire amounting to enthusiasm for School improvement has manifested itself.

Without wishing to reflect on the actions of School officials in the past. I am compelled to refer to the looseness that has characterized the management of School business. Trustees have neglected to inform themselves as to their duties and responsibilities, engaging unqualified teachers, neglecting their Schools, and making inaccurate returns. The half-yearly and annual returns were presented frequently by trustees and teachers of experience, unfilled, undated, unsigned, and unsealed. Fully one-half of the half-yearly returns had to be sent back for correction, and at least twenty per cent. of the annual. Several weeks of valuable time that should have been spent in School inspection, while there was sleighing, has been taken up with these returns. However, I look forward to an improved state of things, and cordially bear testimony to the desire now manifested by trustees, to get all needed information to enable them to discharge their duties.

COUNTY OF WATERLOO.

Thomas Pearce, Esq.—I have the honour to acknowledge the receipt of your card of the 9th inst., in which you enquire as to the working of the Regulations in regard to the improvement of School accommodation, as required by the 2nd section of the Act of last year. I have to state that during my first round of visits, in accordance with your instructions, I spent a day in each School. In every case on my arrival at the School, I despatched messengers to the trustees to inform them of my visit, and expressing a desire to see them at the School for the purpose of conferring with them on School matters. With scarcely an exception they honoured me with their presence almost immediately, arriving generally about 10 o'clock, a. m. From that time until noon I spent exclusively with the trustees, explaining the Regulations, making suggestions, (I made few demands) and arranging how and when to carry them out. And here I may mention, that before I had visited many Sections the wisdom of the suggestion to spend a day in each School had become quite evident to me, for in very many instances the trustees carried away by rumours, misrepresentations, prejudices, and ignorance of the School Law and Regulations, entered the School-room in anything but an amiable mood, and seemingly determined to resist every recommendation I might make, but I am happy to state that in every instance but one or two they went away from the School, at least apparently convinced that the demands made in the Regulations were both right and reasonable. But besides explaining the law and endeavouring to dispel prejudices, this interview also afforded me an opportunity of coming to an understanding with the trustees, in regard to when the work was to be done.

In order to explain my plan of doing this, I will quote from memoranda lying before me, one runs as follows:—"The trustees agree to build a new School-house during 1872, enlarge the School-ground and fence it in during 1873, sink well during 1874, lay out grounds and plant shade trees during 1875." Another is worded thus:—"The trustees agree to enlarge School-ground and raise \$300 or \$400 for building purposes during 1872, erect School-house during 1873, fence in grounds and sink well during 1874, lay out School-ground and plant shade trees during 1875." In a very large number of Sections where the trustees do not require to build, the arrangement between us was something like the following:—"Trustees agree to enlarge and fence in School-ground during 1872, sink well during 1873, and plant shade trees during 1874." By such arrangements it is plain that in the course of three or four years the School premises of the County would have been in excellent trim, and that without the people feeling it very much. Now, however, as much is being said in regard to probable changes in the School Law next Session of Parliament, the people apparently wish to pass over this year without doing much. I think this is greatly to be regretted, as it will certainly retard the good work begun.

In twenty-five (25) Sections, I requested the trustees to enlarge the School-ground.

In nine (9) Sections, I suggested the erection of new School-houses.

In six (6) I requested them to divide the School-room, so as to be suitable for two teachers.

In thirty-one (31) I requested them to fence in the School-ground.

In regard to assistants, I strongly urged their employment in Schools where I found a daily average attendance of over 50, but where I found an average of 65 or over, I demanded their employment as soon as suitable accommodation could be provided. Fortunately in every such case there was space enough within the walls of the present School, and by running a partition through the room, everything was ready. I suggested new buildings only where the propriety of erecting a new School-house had been discussed at their annual meetings for years, but again and again put off for a more convenient season. In all of the nine cases the present buildings are in a most wretched condition.

As to how have the Regulations been received, I have much pleasure in stating that only in two instances has an obstinate opposition been continued after my visit. In one of these cases, the trustees were called upon to divide the School-room and employ an assistant. The previous half-yearly average of this School had been 98, and on the occasion of my visit, I found above 100 pupils in the sole charge of one person. The teacher told me that there were several of the junior classes that he never heard recite. He could not reach them. Many days they had no lesson at all, and when they had one, it was given them by some of the other pupils. This School was fearfully demoralized. Although the trustees at first resisted, their better judgment at last prevailed. They divided the School-room in the latter part of January, and employed an assistant; and the School is now gradually emerging from a state of chaos into a very satisfactory condition.

In the other case in which I met with opposition, the trustees were called upon to erect or rent a more suitable building for the junior divisions of the School. It is a Village School of four departments. The School-house proper is occupied by three divisions, while the fourth is in a hovel in such a wretched condition, that I am satisfied no thoughtful farmer would think of wintering his cattle in it. Its external appearance is as uninviting as its internal arrangements are uncomfortable. No enclosure of land or private convenience of any kind for the pupils, in connection with the building which stands close to the sidewalk, and has a very black, weather beaten, deserted look. There is a window on each side of the door, many of the panes are broken out, and in their places are stuffed children's hats and other articles of clothing. The rickety old door, the lower part of which stands fully an inch and-a-half from the worn door step, is opened and we pass in, and then what a spectacle presents itself. We find a small room with walls exceedingly black and dirty looking, ceiling eight feet high, the teacher has no desk, but is provided with a bench on one end of which she sits, her hat and cloak occupies the other end. The pupils one-third too many for the size of the room, nearly all with cloaks and mufflers about them, are huddled together as closely as it is possible to put them on benches without backs. When the children are using their slates, they hold them in their arms as best they can, when not in use they are placed on the bench to add discomfort to the child's seat. There are no books or nails for clothes, no maps, no blackboard, no apparatus of any kind in the room. The trustees evidently feeling a little ashamed of themselves,

were of opinion that something ought to be done, but had not the moral courage to undertake it without first calling a special meeting of the ratepayers to consider the matter. At this meeting a resolution condemning the Chief Superintendent, the "arbitrary" Regulations of the Council of Public Instruction, and the officiousness of the County Inspector was carried unanimously. With a feeling of relief, since they had succeeded in throwing the responsibility on other shoulders, the trustees a few days afterwards took steps towards having a suitable building erected during the approaching summer. This feeling of relief was manifested by the trustees in several Sections. They were themselves convinced that it was high time to do something in the way of improvements, but had not the moral courage to face the little opposition that a few in the Section offered. In one case the trustees took a great deal of trouble to point out every hole and crack in the building, and made no secret of the disappointment they felt at my "NOT condemning the old thing." In two cases the erection of a new School-house had been decided upon a day or two before my arrival. There will be about twelve or fourteen new School-houses erected in this County during the approaching season.

In regard to the "effect of the working of the Regulations," very little feeling of opposition has been shown in this County, especially by the more intelligent of the people. Apprehensions in regard to the scarcity of teachers caused at one time more uneasiness among our people than anything else, but after the December examination, when it became known that the Board of Examiners was determined to make the supply equal to the demand, that feeling entirely subsided. I am decidedly of opinion that in this County at least, the Regulations will meet with few opponents, if they are carried out with moderation and judgment.

There have been no Schools closed in this County from want of teachers since I took office last July.

I granted six "special permits" in 1871, and eight during the present year. I invariably subject the candidates to a written examination of five hours' length.

COUNTY OF WELLINGTON. (No. 1.)

Rev. James Kilgour.—Most of the teachers have a time-table of their own, which they observe carefully. The time-table which will answer in rural-sections in summer will not suit the purpose in said Schools in winter, because a very great change in the age and class of the scholars attending school during the different seasons of the year takes place. I may here state, during my last circuit of visiting the Schools, I lectured two or three times a week in the evenings, commencing at 7 o'clock, after due notice had been given to the people. The subject of the lecture was the changes and the requirements of the School Law. There was generally a large and attentive audience. It was gratifying to observe that the people very generally approved of the changes in the School Law. The only exception, in a positive manner, was the necessity of providing a second teacher where the average was only slightly over fifty. I believe if the Inspector is obliged to enforce this part of the law rigidly, it will cause a great deal of trouble and discontent in many a Section. I would humbly beg through you that the Council of Public Instruction would be a little lenient on this point, and so instruct Inspectors. In all the Schools visited by me I pointed out to the scholars and teacher the important changes in the School Law, in reference to the new Programme of studies, the authorized text books, and the clause requiring those between the ages of 7 and 12 years to attend school at least four months in the year.

I have great pleasure in stating that the changes introduced into the School Law have operated powerfully among teachers, as an impetus to greater diligence in the discharge of their duties and in self-improvement. I am fully persuaded that the teachers have studied more these last six months than they did previous to that for two or three years.

I find that the teachers are generally satisfied with the Superannuated Teacher's Fund. The article in the Nov. No. of the *Journal* has had a powerful effect in convincing many of the soundness and benevolence of such a provision for the aged and used-up teacher. There "is" a class of gents in the teaching profession who only intend to continue for a year or two, or who intend making teaching a stepping-stone to some other business, who murmur and complain in reference to the Fund.

In every instance where the school accommodation was inadequate, according to the School Law of last year, and the Regulations given to govern the conduct of Inspectors, I notified the trustees of the fact. In almost every instance the trustees and the people in

the respective Sections received the intelligence in good part, and acquiesced with the requirement as being right and beneficial to the School population. In one part of the County under my charge there will be eight School-houses erected this year. Not in one instance have I heard of the least grumbling about building. There has been some sharp contention among the people in regard to sites for building. There are two Sections where larger and better School-houses are required. The trustees and the people are convinced of the reasonableness of building, but to have built the present season would have put the Sections to great inconvenience and expense. I have been appealed to by those in the following language:—"Did I think that if School-houses were not erected the present year, would the Public School grants be withheld from them?" To which I would reply, I did not think the Chief Superintendent would sanction the withholding of said grants, upon an honest and full statement of their circumstances being made to him. Such is my candid belief, arising from the knowledge that I have of your Christian character and indulgent disposition.

I granted seven permits, with the concurrence of the Board of Examiners, to teachers, for the year 1871, and for '72 four permits were granted.

I have pleasure in stating that not a single School in my Division of the County was shut up for the want of a teacher during the years '71 and '72.

COUNTY OF WELLINGTON. (No. 2.)

A. Dingwall Fordyce, Esq.—You will find a large number of Schools reported as having had no public examinations this year. This, I believe to have been owing to the prevalence of scarlet fever, to an unprecedented extent, during last winter and this spring. Still, I cannot help thinking, there is far too much disposition among teachers not to have an examination unless they can *get up* a good one, and that they are too easily deterred and discouraged by the few that attend, when they are held at the stated and appointed times—at least, in not a few cases.

The remarks I have had to make on the proficiency or otherwise of the scholars, I fear you will find in general not very creditable. Various reasons, no doubt, have combined to cause this, some, at least, of which, I trust, will be met by the adoption of the new course of study, and its general introduction.

In contemplation of recent Regulations, and the probable necessity of giving notice in various quarters of defective accommodation, and provision for essential requisites that might be found wanting, I enlisted the good offices of the teachers in obtaining for me, more accurately than I concluded it was always given, the numbers in their Sections for whom the law required accommodation to be provided, and on the data thus supplied, I notified the trustees of a number of Sections, by means of postal cards. Where the teachers have failed to respond to my request, I have been obliged to leave several particulars out of view, which, in the majority of cases I have taken into account. I have been quite surprised to find, by the little enquiry I had it in my power to make, quite a number of Schools where there is actually no more ground than what the house stands on, and, consequently, no opportunity of having needful out-houses, to say nothing of play-ground. I trust the new Regulations will do much to remedy this state of matters.

Although there are other regulations where the requisites are wanting besides those of which I have given notice to trustees, I did not think it wise to do more at first than call their immediate attention to these four—accommodation in the School-house, necessary out-buildings, well, and assistant teachers where the attendance exceeded 50. In another communication I have mentioned the difficulty in the Township of Minto, respecting both new School-houses and assistant teachers, and which makes it necessary, as I learn, to have a general revision of School Sections, which are altogether too large, and which, I have reason to believe, will be made during 1872, and I have received your sanction to keeping the Regulations in abeyance where a pledge is given in writing that they will be attended to within a definite period, but not extending such sanction to want of out-buildings, which are less expensive, and quite as essential, as I believe, and wanting altogether to a very large extent. The plea is not uncommonly urged, that a never-failing spring of water, in the near neighbourhood of a School-house, or a friendly neighbour's well, perhaps just across the road, ought to be a sufficient guarantee that the School will not suffer from not having a well of its own, but I have not felt at liberty to regard it as such, since in the great majority of cases there

is no such remedy, and in a dry season, such as the last, most people have little enough to supply their own wants, and at such times the withholding of the privilege might be serious. I have not felt that where the attendance was slightly over 50, it would be expected that the services of an assistant teacher should be insisted on, and possibly the Regulation, while applicable to country Schools is subject to modification in certain departments of a Village School, where primary divisions, whose pupils have a limited range of study, might, perhaps, become decidedly larger in point of numbers than those where there is greater diversity in age and attainments.

I thought it might be of some benefit, in the different School Sections, to ascertain what rate of tax on property is required for support of the School, and with this view combined a question to that effect with those respecting age, in the information I sought through the medium of the school teachers to which I have alluded, and in the case of the majority of Schools in the Division, both particulars have been furnished; but it is possible that the unequal valuation of land in adjacent Sections (front and back lines) may render the rate not a fair criterion, after all, of the cost to each.

List of Schools notified of deficiency in terms of new Regulations, 16th Nov., 1871.

Room, Air.	{	Amar, 1, 2, 4, 6. Arthur, 2, 4, 6, 7, 8, 10, 11. R. C. S., 1, 3, 6, 11. W. Garaf., 2, 4, 7, 8, 9. Luther, 1, 2, 3, 4, 5. Maryb., 1, 2, 4, 5, 9, 13, 15, 20. Minto, 1, 2, 3, 4, 6, 9, 10, Un. & Teviot. Peel, 2, 4, 7, 8, 10, 14, 16. R. C. S., 8, 9, 12. (Scanty in 5, Amar. 5, 9, 12, Arth. 8, 11, Maryb. 6, 9, Peel Arthur, 6, 7, 8, 9, 11, 12. R. C. S., 1, 3, 6, 11. W. Garaf., 2, 4, 8. Luther, 1, 3, 4, 5, 6, 7, 8, 9, 10. Maryb., 8, 11. Minto, 4, 9, 10. U. Peel, 8. Mactn., R. C. S., 9, 12. (In Disrepair, 3 Arth. 7 W. Garaf. 1 Maryb. 4, 15 Peel.) (Partly in, 2, Amar. 2, 10, Arth. 2, 3, 6, Minto. Teviot. Peel, 6, 16. R. C. S. 8.)
Privies.....	{	Amar, 1, 2, 4, 5, 6. Arth., 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12. R. C. S., 1, 3, 6, 11. W. Garaf., 8, 9. Luther, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Maryb. 5, 6, 10, 13, 14, 20. Minto, 1, 4, 6, 9. Teviot Peel, 7, 8, 9, 15, Mactn., R. C. S., 9, 12.
Well	{	Amar, 6. Arth., 1. W. Garaf., 7. Maryb., 3, 9, 15, 17. Minto, 1, 2, 3, 4, 10. Clifford Peel, 6.
Ass. Teach.	{	

From the teachers of 70 Schools, returns were received of School population between 5 and 21, and of rate on the dollar levied by the Trustees for support of the Schools—the particulars of which are as follows:—

Mills levied on	\$1	3	3½	3¾	4	4¼	4½	4¾	4¾	5	5¼	5½	5¾	5¾	6	6¼	6½	6¾	7	7½	7¾
Schools reporting...	2	1	3	3	2	1	3	1	3	5	2	3	1	1	9	1	2	1	4	1	2
	8	9	9½	10	10½	11	13	14													
	4	3	1	7	1	1	1	1	1	70	Schools.										

I am of opinion that the desire largely exists to add to the accommodation where inconvenience is seen, but that circumstances may reasonably enough be conceded as preventing *present* ability to provide it, while at the same time the accommodation required by the Regulations may, in very many cases, be accounted by individuals to be unnecessary to the extent laid down.

Regarding Special Permits, I have to mention that I granted 20 after the July Examination, to teachers who held schools then, allowing them to complete their engagements. Of these, 7 did not come forward in December, 7 did, and obtained certificates, and 6 were again unsuccessful. After the December Examination I granted 11 special permits to applicants who did not succeed then, and I am happy to say that all the Schools in my Division, whether Mixed or R. C. Separate, are now provided with teachers.

COUNTY OF GREY, NORTH.

Thomas Gordon, Esq.—1. The effect of the working of the Regulations in regard to the improvement of School accommodation, as required by the 2nd Section of the Act of last year, has been eminently satisfactory. Trustees are constantly telling me that they feel much relieved, inasmuch as they are now enabled to plead that the Law obliges them to mak

improvements which they had long felt to be necessary, but which they were unwilling to undertake because of opposition to any expenditure on the part of certain of the ratepayers, an opposition which trustees in almost every School Section have to encounter. In fact, in not a few cases, trustees and others concerned have told me that they hoped I would condemn their School-house, as they themselves felt it was insufficient, but had been unwilling to incur the responsibility attaching to a movement for the supplying of necessary accommodation.

2. In carrying out the regulations I have been exceedingly careful not to exercise any undue urgency, nor have I, thus far, insisted upon anything being done beyond rendering the School-house habitable. In two or three instances I found the School-houses to be mere hovels, in which the children had to crowd round the stove in order to obtain even a moderate degree of warmth, as the winds had free ingress above, below and around, the effect of which was rendered unpleasantly apparent to me by personal experience. In one instance in particular I felt constrained to tell the trustees that they would not stable their horses in what they were pleased to style their School-house.

Almost invariably I had reason to find fault with the internal fittings of the School-houses, and the plan I adopted with a view of getting this evil remedied as quickly as possible, was to inform the trustees that if they would get their School-houses comfortably seated I would not press them to provide new buildings for a year or two. I represented to them that the providing of proper desk accommodation would not only increase the capacity of the existing School-houses, but that, as soon as new ones are built, the furniture will simply have to be removed from the old edifice to the new one. This proposition has met with pretty general favour, and is being acted upon to a considerable extent.

3. Ordinarily trustees meet me in the best spirit relative to such suggestions as I make for the improvement of their School accommodation, and I may say that the universal feeling is that the Regulations are beneficial, and were much needed. Some few exceptions to the rule may be found, but not to a greater extent than might have been anticipated. The dissatisfied people are really those having no personal interest in Schools, and they are much fewer in number than many persons suppose. I fancy the belief that they are any considerable portion of the community arises from the fact that the grumblers always succeed in making themselves heard, however small their numbers may be, while those who are content quietly avail themselves of the advantages at their disposal. Certain it is that among the great bulk of the people with whom I have been brought into communication, the new Regulations are looked upon with favour.

4. During 1871 I granted special permits to six teachers, four of whom were engaged in Schools at the time of the July examination, at which they failed. During the present year I have granted nine permits, three of which were to teachers removing from the County of Simcoe to this County, two of whom held first-class certificates in Simcoe. Of the other six, one was to a person who failed by a few marks only at the examination in July last.

There was no School closed in the North Riding of the County of Grey for want of a teacher, except the school in Roman Catholic Separate School Section.

During the present year this school has been shut up thus far.

I know of only one other which has not been opened for want of a teacher, namely, that of School Section number Sixteen in the Township of Collingwood. This is a new School Section (the School-house was built in 1870), and is somewhat out of the way, and difficult to reach. The trustees applied to me to send them a female teacher, and in compliance with their request, I sent one to them last week. I have not heard from them since, but I fancy there will be no difficulty between them and the young lady in question, as she was taught in the High School here, and is a fair English scholar; so I look on this School as supplied.

COUNTY OF GREY, SOUTH.

William Ferguson, Esq.—1. Trustees' Financial Reports are frequently so incorrectly filled up, and so superficially audited, as to intimate the propriety of having all school accounts submitted to Township Auditors before the final presentation to the annual meetings. Cases occur where the accounts not only show an excess of payments over the receipts, but also a considerable balance on hand at the same time!

1. In some cases the annual reports had to be sent back to the trustees for correction

the second and even the third time, involving occasionally the loss of the Report altogether, as well as serious inconvenience to the Inspector by the delay.

2. On the revised Programme there exists among the teachers some difference of opinion, many of them being strongly prejudiced against it in some of the details. A few, however, have given it an honest trial, and, as might be expected, speak of it in high terms of commendation.

3. School Apparatus, &c., in general, both in village and more rural Sections, is rather deficient in the supply. The fine sets obtained for the earlier Schools are now worn out. Several Sections are however remedying this deficiency. The Trustees of the Section in which I reside have just ordered \$80 worth from the Department.

4. The Public Libraries established many years ago are now about worn out, but they did *more than "pay"* through all these years; with the many excellent Sunday-School libraries, they have created a taste for reading, and awakened intelligence in quite a perceptible degree.

It is rather a singular coincidence, if of no further significance, that the most accurately filled returns were, as a general rule, received from localities where these libraries had been established.

5. The Regulations in regard to religious instruction, as far as I am aware have not in any case been taken advantage of by any minister; yet Sunday-Schools are doing a good work in this respect.

1. In presenting the requirements of the Regulation for improved School accommodation, I have endeavoured to avoid a mere captious interference, in the first place acquainting myself with the actual circumstances of the Section, and generally preceding the notice by a courteous request for the required improvement, or else by a verbal or written kindly remonstrance with the trustees, explaining its necessity, the propriety of the regulation, and the consequence of persistent default.

In one or two cases, however, the state of the buildings was confessedly and palpably too dilapidated to permit delay, and after verbal communication with the trustees, the required notice was sent.

In a number of cases, however, the trustees have *anticipated* notice from me, and with a laudable zeal have voluntarily called meetings, selected sites, and have taken the necessary steps to secure good and comfortable School-houses.

A few cases of dissatisfaction have occurred, not so much at the law itself, as at what seemed to them *excessive* outlay. This is not so acutely felt, when the period in which the expense has to be raised extends through a number of years.

2. The number of special permits granted, did not exceed (I think) six in 1871, nor two in 1872.

3. I am not aware that any School was closed up for want of teachers, for a longer period than until the required authority was received from the Chief Superintendent.

In the cases of Separate Schools, however, there appears at present some difficulty in obtaining teachers, but that difficulty was equally great prior to the new law—and is owing partly to the low salaries they allow, if not to the secret disfavour with which they appear to be viewed by many of their supporters.

I should have mentioned that the new School-houses about to be erected, will vary in cost from \$650 to \$2,550; and also that in some cases I have deferred notice in consequence of the uncertainty existing in reference to the extent and boundaries of many of the School Sections.

COUNTY OF PERTH.

William Alexander, Esq.—The working of the Regulations in regard to School accommodations has been eminently satisfactory in this County. These Regulations, I believe, have enabled the Inspectors to do more for the comfort of children and real benefit of the Schools under their charge, than all the rest of the Regulations together.

Strike out these Regulations, and Inspectors will be deprived of their greater power for bettering the condition of the Schools of Ontario, and their office would present much of the inefficiency of former days.

When visiting the Schools under my charge, I have always endeavoured to have the trustees present. I then fully explained these Regulations to them, and pointed out whatever

deficiencies may exist in their School accommodations, and in every instance, the reasonableness of these Regulations has at once been admitted, and never have they been regarded as tyrannical or oppressive, nor has any opposition been offered to carrying them out. In enforcing these Regulations, I am happy to be able to say, that I have had the hearty co-operation of every member of the County Council, and of the trustees of every section in the County, as well as of every intelligent ratepayer who has children to be educated.

In order to give you an idea of what has already been done in this respect, and what I am able to assure you, will be done during the year 1872, I will notice every Regulation separately:

1st. On the 1st of July, 1871, there were in this County about twenty School-sites of half an acre in extent or more. There are now enclosed or will be during the ensuing summer about ninety School-sites, varying in extent from half an acre to an acre and a quarter.

2nd. Fifteen School-houses have been condemned by me, and new ones will take the place of nearly all of these during the ensuing summer. Two have already been replaced by commodious frame ones, and contracts are let for most of the others—one of these will be superior to any School-house in any rural Section in the County. Preparations for building new School-houses are going on in nearly every Township. Commodious lobbies will be erected to several School-houses, and some three or four will be divided so as to afford accommodation for two teachers.

3rd. In one Township I did not find a single site enclosed—in another only two—more or less deficiency in this particular was found in every Township. I fully expect that during next summer every site will be suitably enclosed.

4th Included in 1st.

5th. I found this Regulation pretty generally carried out, and where it was not I invariably required a well to be dug in 1872.

6th. I have found very much to complain of under this head, and have insisted upon this Regulation being enforced to its fullest extent—have always pointed out to teachers their duty in this connection.

7th. All the new School-houses will be furnished with the most approved kinds of desks and seats—several others have been re-seated within the last few months. Many new blackboards have been provided. Very considerable additions are continually being made to our supply of maps. Tablet lessons are being introduced into every School.

Permits.—In 1871, thirteen temporary certificates were granted by me—two of which were granted to assistant teachers; in 1872, twelve temporary certificates have been granted—two of which were granted to assistant teachers.

Schools closed.—During the latter half of 1871, only one School in this County was closed, viz.:—The Roman Catholic Separate School in Mornington. The trustees of this Section, I understand, have never kept their School open more than six months in each year. For some years past they have had the same teacher employed for the half-year, at a salary of about \$12 per month. This teacher obtained a third class certificate from the old County Board—some times for six months and some times for a year. Last July he came up for examination and remained half a day and then left—he afterwards applied for a temporary certificate, but I found him so utterly unfit to take charge of any School, that I refused to give it to him. I believe the trustees never made any further effort to get a teacher—their School was kept open five months in 1871. I visited each of the trustees of this School, and represented to them the folly of keeping a School on this principle, and I found that they were willing to allow the Separate School to die out, and to be joined to the Public School. I thought I would leave it to itself for a time and it would work its own cure. One School in Blanshard is now vacant, but not for want of a teacher. I expect it will be opened after Easter vacation.

COUNTY OF HURON, SOUTH.

John R. Miller, Esq.—I have examined carefully every School with two exceptions. I examined the work of the teachers during the early part of my visit, and then each class in the School individually. In almost every case trustees and parents were present. I gave no notice of my approach, but immediately upon my arrival sent for trustees and at intermission gave a general invitation to parents. This step has been highly appreciated, and I am confident will result beneficially. In many cases a large number attended

and showed by their great attention the interest taken in the work. In every case I introduced the prescribed *Limit Table*, and although some of the parents grumbled, the large majority hailed the change with delight. In order to assist the teachers, I have taken upon myself the work of examination for promotion. This is an arduous task and perhaps a little beyond what the law contemplates, still I am assured of such good results, that I propose making the attempt.

After my examination I explained the various provisions of the law, and particularly the reasons for adopting and the benefits to be derived from faithfully carrying out the new *Limit Table*.

Many were very bitterly opposed to the new Regulations, and spoke of tyranny, &c., &c.; but after having finished my work in the School, in almost every case those who were most bitter candidly acknowledged that things were not so bad after all, and that they firmly believed the system being introduced was just what the country required. The longer I work under the provisions of the new Regulations and Limit Table the more am I convinced that the system laid down is eminently calculated to make practical men and women.

COUNTY OF HURON, NORTH.

Archibald Dewar, Esq.—A few of the Schools visited by me, I found in a very healthy state, the character of the work done and the proficiency of the pupils alike deserving hearty approval. In some more, there is a great share of very fair work going on, but with some adhering defects. The latter I shall class as fair Schools, on an average. I fear, however, that, on referring to my Report Book, you will not form a very flattering opinion of many of the Schools under my inspection. I have been very much disappointed to find the quality of the work done, in many instances, not of such a nature as can, in any way, be considered favourable to a healthy development of young minds. I cannot characterize a very considerable portion of the teaching that I have seen, otherwise than a memorizing on the part of the pupils and a pouring in, on the part of the teachers; the teachers, at the same time, working hard enough, so far as amount of work is concerned, and perhaps labouring conscientiously too, although not very profitably to their pupils. This deficiency is in a great measure attributable to the hitherto easy mode of making teachers of school-boys and school-girls who never, perhaps, once thought of inquiring into the nature of the work in which they were about to engage: that they did not, is very evident from the number of candidates at the late examination who could not distinguish between Education and Instruction, or between Intellectual teaching and Mechanical teaching.

With regard to the subjects hitherto taught in our Schools none, I think, have been more indifferently taught than reading and English composition: the latter, indeed, has been too often ignored altogether. In a few Schools, however, the reading is good, and in fewer still it is very good.

There is a difficulty sometimes, in getting parents to procure any books beyond the readers and perhaps an arithmetic, and in getting trustees to furnish suitable apparatus for the School. A little more enthusiasm on the part of the teacher would probably remove the former difficulty at least, which happily does not prevail to any great extent.

I regret to state that I found few libraries in connection with the Schools, and of that few, only one that seemed to me to be much used and that through the influence of the teacher. That library is in fine order and consists of an excellent collection of books to which fresh additions have been made from time to time. The reason why the remaining few libraries have fallen into disuse lies in the fact that the books have been read and nothing added.

The majority of the Schools are opened and closed according to the Regulations, and the Ten Commandments are taught weekly in less than half, but in future this will I think be better attended to. The provision for giving religious instruction in our Schools is neglected except perhaps in one instance where the School is wholly Catholic and convenient to the Priest's house. There is a scarcity of suitable apparatus in all our Schools and in many cases the supply of maps is very meagre notwithstanding the easy terms upon which these may be obtained at the Department, and here I would take the liberty to suggest an improvement in the quality of the instruments made in Toronto.

The Tellurian, a very useful instrument, is too often found to work very imperfectly.

There is more difficulty in getting teachers to give object lessons and to use tablets than almost anything else, I suppose arising from the fact that many of them have seen neither the one nor the other in School themselves. I regret to find many who have never read a single page on either Education or Teaching.

Two Schools have done a little towards forming a School Museum, chiefly in Entomology but in no case, except one, is there a Magic Lantern, although both would afford a great amount of what is amusing and instructive.

It is a great pity that so much apathy should exist among people, as there is, with regard to furnishing children with a liberal supply of good reading matter. The School libraries are altogether too few in number and of that few, most are in a poor condition and of course do not produce the results desired. A small library without regular additions falls too readily into disuse with the older pupils and when they come to read, the others, who may not have read these books, will be very likely to follow suit. There are however, one or two libraries well taken care of, and read too, much to the good of the pupils.

I am pleased to be able to state that the new Regulations are likely to be productive of good throughout our Schools. They are certainly bringing about a little more system in management and in classifying pupils than they have been hitherto accustomed to in rural Schools especially.

The character of the teaching will, I am confident improve too. Teachers form themselves into local associations for mutual improvement and should they continue this, of which I have little doubt, the results will of course be productive of much good especially to young teachers who form a large proportion of the staff here.

With regard to the second Section of the School Law of last year, there are two classes of School-houses affected by it, viz., those that meet the requirements of the law so far as to allow nine square feet and 100 cubic feet for the number of pupils who have hitherto attended, and yet would not allow 95 square feet and 100 cubic feet for all between five and twenty-one in the Section; and, secondly, those that are too small. Now, with respect to the first class, I found a decidedly hostile feeling against immediate enlargement, and a very prevalent opinion that the Section was an arbitrary one; also, that arbitrary powers were conferred upon the Inspector. On account of this, and owing to instructions from the Department not to be rash, I judged it to be better to avoid increasing a feeling of opposition in the meantime, and, instead, to deal with the second class. The result is, that altogether eleven School-houses meeting the requirements of the law are to be built during the first summer. Some others would like a postponement for a year. Three new School-houses were built last summer.

I may state that, in regard to new School-houses, I have endeavoured to manage in such a way as to make their erection a voluntary matter after all. Additions to School grounds have been made in several places, but, except where new School-houses are to be built, I cannot tell in how many instances, until I complete my second visit. In the matter of privies alone have I notified trustees that I would withhold money, except in one instance in regard to a fence to prevent the School well being destroyed by geese. I may state that trustees demur a little as to the size I want them to build, but, on the whole, there is little opposition; but I am of opinion that to press too much at present in making additions to good houses, affording accommodation to all the pupils attending, yet not large enough to accommodate all from five to twenty-one, would raise a storm of opposition I would regret to see. So far as I can judge, there is little danger to be apprehended in any other respect. I may be considered remiss, if so, I have no apology to offer, except that I have been anxious to avoid strengthening the hands of those opposed to the new School Law.

I may here state that the effect has been good; a very large number of School-houses are being built, and the number to be reported next year will be very large.

When visiting these Schools, I sent for trustees, and, generally, dismissed the pupils at 11-30, so that they might go home to inform their parents of the examination. In this way I had frequently twenty or thirty of the ratepayers present, and, when the examinations were completed, I stated the Law and Regulations to all, and, at the same time and

place, where change was necessary, the benefits to be derived from the accommodation required. In some cases where trustees were not present, I wrote calling their attention to the state of affairs, and requesting that steps be taken as soon as possible to meet the requirements of the law.

At first, before visiting the large majority of the Schools, considerable excitement prevailed among the people, but when the different provisions were explained (a work performed in every Section), the feeling subsided, and now I hear no complaints. Very many ratepayers and trustees were delighted that the Section would be compelled to take steps to build, as they were ashamed of the old house. The great objection is, not that they required to build—the great majority see the necessity of that, but to the Regulation requiring larger play-grounds. I may say that the Regulation is well received by a large majority of those really interested in School work. In many cases trustees cannot possibly build during the present year, and they have asked me to allow them another year, in order to make preparation. I have always said, I will do the best I can for you; and I think it would be very unwise to withhold a Grant from any School in my district, as I believe that all are doing the best they can to fulfil their duty in this respect.

Not a single School is vacant for want of teacher.

COUNTY OF BRUCE, WEST.

Benjamin Freer, Esq.—As may perhaps be expected, there is a great divergence of the existing condition of the great majority of Schools from the published Regulations in respect to the programme of studies and the state and appurtenances of the School premises. Subjects taught—

Reading.—As a general rule the pupils are reading in books much in advance of their proficiency and attainments. This may be accounted for by a vain desire on the part of many ostentatious teachers to make a display of progress which has not in reality been achieved. I have found it necessary to make a considerable change in this respect.

Spelling.—The spelling of words is generally good, while in meanings and derivations (except in a few cases) the scholars are lamentably deficient.

Drawing.—Drawing is totally neglected.

Writing.—Sufficient attention is not directed to the instruction of the primary classes in writing. In some cases I have found pupils reading in the Third Book not able to form a letter.

Arithmetic.—Arithmetic is, on the whole, rather above than below the standard, except in a few very miserably conducted Schools. The principal defect that I notice is a want of classification of students in this subject, each one being often allowed to advance in Arithmetic at his own rate of progress.

English Grammar.—English Grammar I have usually found in a very backward state. It is the exception, not the rule, to find the Senior Grammar Class able to parse and analyze even a simple sentence correctly.

Book-keeping.—Book-keeping seems to be taught in too many instances rather by mere copying than by instruction in its principles.

Composition.—In most Schools Composition is left entirely in abeyance. In my visits I have directed the teachers' special attention to this.

Geography and History.—Geography and English History questions have generally received correct answers, and I should consider these subjects as being rather in advance of, than behind, the Programme. Canadian History is only just being introduced.

Christian Morals and Civil Government.—Christian Morals and Civil Government, as far as my experience goes, have received no attention whatever, except in an indirect and cursory manner.

Algebra and Geometry.—As to Algebra and Geometry, it is only in two or three village Schools that I have found them taught with anything like a proper appreciation and understanding of their principles.

Agricultural Chemistry, &c.—The authorized text-book in Agricultural Chemistry has not as yet been introduced into any of the Schools subject to my inspection, but it will be at the commencement of the ensuing term.

Vocal Music.—Vocal Music, in the shape of simple song, is taught (and successfully)

in about one-tenth of the Schools of West Bruce ; and I think that the cultivation of this particular branch is receiving increased attention.

Buildings.—Respecting size of buildings, ventilation, School grounds, and conveniences, the greater number of School premises are not in conformity with the departmental Regulations concerning the same. In many Sections the buildings are the original log or frame houses erected at the formation of the Sections, destitute of lobbies, closets, or class-rooms, and, in the back Sections, even of necessary conveniences. As will be seen, however, from the enclosed particular report, there are many honourable exceptions to this, especially in the Townships of Saugeen and Culross. In the course of my visits I have deemed it my duty to comment severely upon these deficiencies, and to stir up some of the specially apathetic Sections by setting before them, and threatening them with, the pains and penalties attached to nonconformity with the published Regulations and requirements.

COUNTY OF BRUCE, EAST.

R. V. Langdon, Esq.—From this report you will see that there are a few Schools in good working order, but the majority considerably *below par*. There seems to be a great deficiency of teachers *trained* for their work, as they seem to be hard-working and industrious, but without system, thus being unable to employ their time to advantage.

The more I see of the working of our Schools, the more I am convinced of the necessity of having teachers thoroughly and systematically trained for the work.

As yet very little has been done in regard to School-house accommodation, but I have brought the matter before trustees, who have agreed to comply with the requirements of the Act. Undoubtedly the result of this will be a very superior class of School-houses, and a great improvement in the grounds and other accommodation. In all cases in which I have found the premises insufficient to accommodate the number of pupils, I have spoken to the trustees concerning the matter, and have asked them to give it their early attention. My suggestions and remarks have been favourably received in every instance.

No School within my jurisdiction has been closed through inability on the part of trustees to procure properly qualified teachers.

COUNTY OF MIDDLESEX, EAST.

S. P. Groat, Esq.—In this County the "Regulation" compelling trustees to "provide ample School accommodation for all resident pupils" has worked admirably. As a rule the School Sections are wealthy and had very poor houses, and it only required the attention of trustees drawn towards the subject to have them build immediately. A number of admirable School-houses were built last fall ; but in about thirty Sections are they preparing to build the coming summer, and I am glad to add that the intention is in nearly every case to build first-class houses. In one case only did I say to trustees that they *must* provide more accommodation, and the case was an extreme one. The house, the worst in the County, the Section wealthy, but the trustees men who had no interest in the School, and determined to have everything in the cheapest possible fashion. We sadly need more trained teachers, and shall rejoice if we shall get a Normal School here.

There have been no Schools closed for want of teachers.

COUNTY OF MIDDLESEX, WEST.

School-Houses and Premises.

J. C. Glashan, Esq.—*The House—Condition*—In the older settled parts of the Division, the School-houses are in general very good. In a few sections it may be necessary to notify the trustees of their duty ere they will act ; but in the greater number, the people are willing to do all that can reasonably be required of them, rightly considering that the house in which their children spend one-third their waking hours, should combine all that is needful for comfort and health. In the newer settlements the feeling is just as strong in favour of good School-houses ; but the ability to provide them is too often lacking

Here, I ask that the School-house shall be, at least, as good as the dwelling houses in the Section.

Size—In most cases the School-houses are too small to accommodate the whole legal School population, but quite large enough for the population between five and sixteen years of age; more than this would but cause a needless expense in the cost of the building. I find a very good standard would be the greatest number of pupils entered on the School register during any term.

Furnishing—Seating—In the new School-houses, with but very few exceptions, two pupils sit at each desk, either on a double seat, or each on a separate chair; but in too many cases I have found the old style of desks accommodating from three to eight pupils, rendering thorough discipline almost impossible from the difficulties and confusion in moving the classes.

Maps and Tablets—The supply, in most cases, is good. I find that able and energetic teachers can nearly always get all the maps they really require. With Tablet-lessons the case is different. A few Schools are furnished with them, nor are they always rightly used where found. I believe that enough is spent every summer for first books to supply all the Schools with Tablet-lessons three times over.

Other Apparatus—All the Schools have blackboards, and the teachers are rapidly learning their great importance in teaching. Most of the Schools are furnished with terrestrial Globes: in not a few instances with the twelve inch size. Besides these, little or no other apparatus is to be found, if some three or four Schools are excepted. Of the many useful and instructive philosophical instruments, a teacher can make for himself, I have observed none. This may arise from a lack of training in experimental science, too many of the teachers never having been inside the walls of any but a rural School, and in it they heard nothing but *saying lessons from a book*.

Premises—Area—To the majority of the School-houses more or less play ground is attached, and trustees are taking advantage of Sect. 17 of the School Law Improvement Act of 1871, to increase the accommodation in this respect.

Condition—The play-grounds are generally well fenced, and where needful levelled; but the teachers *should* now step in. *Wells* have generally been sunk and good pumps put in; but in winter these seem very often to get into a chronic need of repair from being allowed to freeze up. A year or two may somewhat remedy this as teachers become accustomed to the care of them. *Water Closets* for almost every School have been erected, but they are too often in a very bad state of repair. *Shade trees* have but in a few instances been planted around the play grounds. *Flowers* not at all.

Teachers.

Styles of Teaching. This has greatly improved within these last few years, but there still remains too much of the *hearing system*. Formerly, the usual mode was to set a class so many lines in a text book, and then to hear the pupils repeat them from memory, the teacher holding the book in one hand, and a rod or a strap in the other. No tests were applied to discover whether, or not the pupils *understood* what they repeated. This system of setting and hearing mnemonic lessons *by the square inch*, where still practised, has been so far improved that *the strap is omitted*. A few trained teachers have wholly given up this *hearing system* and *teach*, and most of the others apply it only to certain subjects which from a lack of training and professional reading they know not how otherwise to teach. To the aid of these, who are generally anxious to improve, come the Teachers Associations organized during the year, and a decided improvement has already become apparent in several instances in regard to the teaching of the subjects thus far discussed at the meetings. A yet greater and more rapid advance may be expected as the teachers' become more accustomed to *teaching* and gain confidence. In reading, for example, a teacher who had practised the *hearing system* for several years confessed that he did not like "to tackle a Fifth Class," yet he was decidedly above the average of his profession. The great lack is *training*, and this teachers themselves are beginning to recognize. A Normal School somewhere in the West, say in London, would certainly be a great boon. Many teachers, especially the married, would attend it there, but do not care to go to Toronto.

With three teachers, in a properly graded School, the "Programme" can, without any doubt on my mind, be successfully carried out, and only imperfectly where there are only two teachers. But where there is only one teacher, I do not think more than four classes should be attempted, and, not even those, where the School is very large.

In most Schools, I found no attempt made to introduce the "New Course of Study" the teachers hesitating to make any change until I came. This was, no doubt, owing to natural timidity on their part, in view of opposition on the part of the parents on the score of being obliged to purchase new books, and their children being put back in their studies, and on the part of the pupils being unwilling to take a lower grade in the School.

But this opposition will gradually subside wherever some degree of firmness, with moderation, is exhibited by the Inspectors.

Teachers, generally speaking, unite with me in the belief that the "New Course of Study" will prove beneficial.

Examining in accordance with the above Programme, I have been obliged to place Scholars in lower classes in almost all the Schools, consequently, they do not appear to advantage in this report.

The effect of the working of the Regulations in regard to the improvement of "School Accommodation," as required by the 2nd section of the School Law Amendment Act of 1871, has been on the whole beneficial. Formerly, too little depended on the local superintendent's visits, as he could only suggest what ought to be done. Sometimes his suggestions were carried out, but at other times, though the board of trustees fully agreed with him, his suggestions were disregarded, through a fear that by increasing the amount on the collection roll of their School Section, "all expense would not be kept down," and consequently some influential ratepayer, or ratepayers, would be offended.

A School-house designed for the comfortable accommodation of 80 pupils would, after a few years, be considered to be quite sufficient to accommodate 120 pupils, or more if they could only be seated. No wonder, owing to its pestiferous air, cases of scarlet fever &c., &c. would rapidly spread through the Section.

A School with an irregular attendance, yet showing an average attendance of 70 or 80 pupils for the half-year, was not considered too large to be taught by one teacher.

The foregoing are examples of a large increase of expenditure being absolutely required, and acknowledged to be so by the trustees, yet nothing was done until after the above Regulations came into force. Examples can be given where the increase of expenditure would have been very small.

I believe many trustees are favourable to the above Regulations, and will continue to be so, provided they are administered in accordance with the ability the people possess to comply with what is required. Many of our Sections besides not being wealthy, are being heavily taxed for large drains. These, so far as I have been able to ascertain, are desirous to do all that is required, but are not able at present to carry out fully the said Regulations.

One favourable feature in the above clause is that trustees are able to meet objections to any necessary expenditure by showing that they are personally liable to any loss of School funds, as well as open to prosecution on the part of any parent or guardian for a neglect of duty, while the objector is exposed to no loss.

With respect to the working of the above clause up to the present time, I have experienced no difficulty. In some instances the trustees have promptly taken the initiative in erecting separate offices for both sexes, which in some places were sadly needed, providing play-grounds, or increasing the size of some already provided, giving contracts for fencing, digging wells, &c., &c. There has been no difficulty in inducing trustees to provide additional accommodation by adding to the School-house already built, or to take steps towards the erection of a new School-house, to engage assistant teachers, provide maps, to furnish suitable out-buildings for each of the sexes, &c.

The 15th clause of the Act of 1871 is not working satisfactorily as it affords no protection to those who appeal to the County Council against the operation of any by-law, or resolution complained of, if the Township Council persists in passing the same, after it has been disallowed by the Committee.

The power to dissolve Union Sections should be taken from the Township Councils and given to County Councils.

No School has been closed for a period of twelve months during the year 1871 for the want of teachers.

In order to render the marking on teachers' certificates more uniform, it would be necessary to require the different Boards of Examiners to use the same percentage for their marks. In the absence of any special directions the Kent Board continued to use its former system of marking, viz : for less than 37 per cent. of the value of the paper, nothing is given ; from 37 to 44—6 ; from 44 to 50—5 ; from 50 to 56—5 ; 56 to 61½—4 ; from 61½ to 68—4 ; from 68 to 75—3 ; from 75 to 81—3 ; from 81 to 87½—2 ; 100 —1 ; other Boards commence with 25 per cent.

No Certificate should be given to any applicant who fails to receive at least 33 per cent. of the marks given to each paper on a certain number of fundamental subjects.

The *Journal of Education* for 1871 has not only been useful, but quite a desideratum, we could not have accomplished much without it.

In order to give an impetus to our libraries, the various Sections should exchange books, and from time to time procure a few new ones from the Department. I find that very few applications have been made for books during the past year. In some Sections no books have been issued.

COUNTY OF LAMBTON (No. 1.)

George W. Ross, Esq.—As a rule, I visited two Schools each day. In cases, however, where the Schools were large, I remained the whole day, making it a point, by personal examination, to assure myself fully regarding the manner in which the School was conducted, and also to take such notes of the teacher's style and system of tuition as could be obtained by his conducting certain parts of the examination at my request. The following general summary, compiled from my notes, will enable you to comprehend more fully the standing of the Public Schools in my division :—

Total number of School Sections.....	64
“ School-houses... ..	63
Number of Frame School-houses condemned.....	5
“ Log “ “	4

Of those condemned, 4 are in Bosanquet, 4 in Plympton, and 1 in Warwick. No. 17 of Plympton has no School-house.

According to instructions, I have called the attention of the trustees to those cases of delinquency, and hope that a remedy will be provided during the coming year. Many of the School-houses in my division are quite large and commodious, particularly those erected of late years. The furniture, too, is, in most cases, of the most approved style, not a few receiving their supply from Jacques & Hay, of Toronto. In other cases, however, the old style of fastening the desks to the walls, with long forms for the pupils, is yet retained. This method prevails in *nine* Schools which I have condemned.

Play-Grounds, &c.

It is very much to be regretted that so many of our Public Schools are almost entirely destitute of a play-ground. In only 7 Sections does the area reach one acre ; in 16 Sections it is one half acre ; in 7 sections there is no play-ground whatever, while the remaining 34 have the merest fragment of ground, varying from one-fourth to one-tenth of an acre. The consequence of this is, that pupils play upon the public highway, and are thus exposed to dangers that might otherwise be avoided.

In 33 Sections the play-ground and School-house are enclosed ; 22 Sections have provided pumps or wells, and 24 are destitute of suitable outhouses.

School Population.

According to the semi-annual returns for 1871, the School population of my division was 6,240, distributed among the different Townships as follows :—

Bosanquet.....	1,387.
Brooke.....	923

Euphemia	647
Plympton	1,802
Warwick	1,481

The number attending School at the time of my visit was as follows :—

Bosanquet.....	443, or 33 per cent. of the School population.
Brooke	343, or 38 " " "
Euphemia	177, or 27½ " " "
Plympton.....	645, or 35½ " " "
Warwick.....	529, or 35½ " " "

Total.....2,187, or 33½ per cent. of the whole School population.

The average in each Township as compared with the whole average for the first half-year of 1871 is as follows :—

Bosanquet.....	34	} At the time of my visit.	39	} 1st half-year
Brooke	34		33	
Euphemia.....	35		35	
Plympton.....	34		42	
Warwick.....	44		39	

It would seem from the above facts that only one-third of the children of School age was attending School when I passed through the division. The weather being unusually dry, thus requiring more than ordinary labour on the part of the farmer, to a certain extent accounts for this, and yet there is no doubt many are detained from School needlessly, sometimes for the most trivial causes. In Bosanquet, out of 443 at School, 138, or 31 per cent. were absent part of the week previous to my visit. In Brooke, out of 343 at School, 123, or 36 per cent. were absent part of the previous week. In Euphemia, out of 177, 43, or 24 per cent. were absent. In Plympton, out of 645, 153, or 23 per cent. were absent. In Warwick, 123, or 23 per cent. were similarly absent.

Advancement.

At the season of the year during which my visit was made, the average advancement of the Schools cannot be exactly ascertained. Generally the more advanced pupils do not attend School except during the winter months, so that to base any calculation of advancement on the state of our Schools at any particular season would be very unfair. As a general thing the Schools are pretty well conducted. Although there are several far below average, still quite a number are particularly excellent, being managed by competent and faithful teachers, *with good salaries*. From the notes taken of the standing of each School at the time of my visit I find the following :—

Number of Schools in Bosanquet above average, 6 ; Brooke, 3 ; Euphemia, 4 ; Plympton, 11, and Warwick, 5. The whole number above average is 26 ; below, 30.

The following tabular statement will shew the number in the various branches of Public School work :—

Number in 1st Reader.....	688	Number in Grammar.....	506
" 2nd "	411	" Geography.....	776
" 3rd "	498	" Arithmetic.....	1132
" 4th "	293	" Geometry	9
" 5th "	250	" Algebra.....	18
" Writing	1061	" English History....	154
" Ancient History... ..	10	" Canadian History... ..	75

Besides these there are 23 studying Drawing, and 3 Agricultural Chemistry. The pupils in several Schools are also successfully trained in Vocal Music.

From the above statistics it will be seen that nearly one-half of the pupils attending School was in the 1st and 2nd Readers, and that only a very small number was in the more advanced classes, such as Geometry, Algebra, and History. I presume, however, it will be agreed on all hands that the main object of our Public Schools is to lay the foundation more particularly in Reading, Writing, Grammar, Geography, and Arithmetic, and

that when they are brought to the standard in these branches, then more time and attention can be given to other things, good in themselves, but not of *primary* importance. What is really required in my division is, that teachers would take pains to impart more thoroughly the rudiments of education, thus avoiding the very crying evil of advancing pupils beyond their real capacity and progress. The motto of every teacher should be, "Thoroughness first ; promotion when fit for it."

Efficiency.

In regard to *efficiency* I have already said a little. To be more minute I might say that, with only a few honourable exceptions, READING is very badly taught in my division. There is so much drawling and monotony, so much dullness and hesitation, such a lack of soul and energy. The majority read in a strained tone of voice, without any expression or emphasis. I have taken particular pains with this department of my work, believing it to be the most deficient of all others.

Grammar and Geography are very much a matter of rote—the scholar having the best word-memory standing highest in the class. The philosophical process of giving the "reason why" is almost entirely ignored, and rules and definitions are often committed to memory without any attention being paid either to their meaning or application. I have impressed upon the teachers the necessity of a change in this matter, and trust to find on my next visit a great improvement in both these branches.

And what is true in this respect of Grammar and Geography is also true of Arithmetic. I have too often found that pupils who could solve a difficult problem by "rule," were completely baffled when required to work out something much simpler of a practical nature. I find mental Arithmetic, where properly taught, of very great value.

Classification.

In the greater number of the Schools in my division the classification is not upon a proper basis. The Programme laid down by the Council of Public Instruction is, certainly, not carried out. I have deemed it wiser, however, where the School was not very far from the mark, to allow some time for the teachers to work towards the Programme above referred to. In one case, however, I felt it to be my duty to turn all the Reading classes back, and insisted upon several of the best pupils commencing at once the study of Grammar, Geography, and History. I believe in a short time all the Schools in my division will attain to the proper standard. The faithful carrying out of this Programme will be one of the greatest boons ever conferred upon our Public Schools.

The Teachers.

In endeavouring to estimate the value of the teacher's services and his fitness for the duties he had undertaken to perform, I have assigned to him a certain mark in some of the essential elements of a good teacher. The highest mark possible for any teacher to obtain according to the plan which I adopted is 9, and the points which I considered were—*neatness, energy, thoroughness, order, system, attention, and discipline.*

Under the term *neatness*, I included personal neatness, neatness in the arrangement of the teacher's desk and papers, neatness in the internal affairs of the School-room, neatness of the School-yard, &c. In this particular I find the whole division to average 8, the number below average being 13.

Energy.—Under this point I noticed the teacher's manner in conducting a class—whether he was disposed to sit or stand—whether his classes were trained to walk across the floor with promptness, or allowed to come drowsily—whether they answered with decision or with hesitation, &c. The average on this point is 6, the number below average 23. And here I cannot forbear saying, that in those Schools where the greatest deficiencies existed, the trouble really was more the lack of energy on the part of the teacher than anything else. I believe *enthusiasm* to be a tremendous power in the School-room.

Thoroughness.—This refers to the *reality* of the teacher's work. The average for the whole division is 8, number below average 27.

Order.—The average on this point is $7\frac{1}{2}$, number below average 27. It is, of course, altogether likely that scholars will conduct themselves with more than ordinary circumspection in the presence of a stranger, but, even assuming this, I fully believe that the Schools in my division are orderly and well conducted. In a few cases only there were evidences of confusion and noisiness.

System.—This refers to the mode of classification—the division of time—the method of advancing to, and retiring from, the class for recitation—the manner in which the pupils stand in their class—the plan adopted by the teacher in imparting instruction, &c. The average on this point was $7\frac{1}{2}$, number below average, 26.

Attention.—This refers to the diligence of the scholars during my visit, and the attention which they pay to the teacher and myself during examination. Average $7\frac{1}{2}$, number below, 28.

Discipline.—This refers to the promptness of the scholars, the readiness with which they obey the teacher, and the evidences which they give of thorough obedience. Average 8, number below, 26.

Complaints.

The complaints of the teachers are of various kinds, and all of them worthy of careful consideration.

1st. Irregularity of attendance at School. How to remedy this I do not know. I find there is nothing so damps the energies of the teacher, and so often deranges all his plans as the irregularity of the scholars. I mean to call especial attention to this matter in my public lectures, and hope to rouse the people to a better sense of their duty.

2nd. Lack of interest on the part of trustees and parents. The number of entries in the visitors' book are generally "few and far between."

3rd. Deficient maps and apparatus. This only applies to a few Schools.

4th. Low salaries. I regret that it did not occur to me sooner to make the necessary inquiries in regard to the salaries of the teachers in my division, but from the notes taken, I find that \$400 is paid in only 4 Schools. This is the highest paid a male teacher, the lowest being \$216 or \$18 per month. The average for the Township of Brooke is \$230 per annum: for Plympton, \$275; and for Euphemia, \$354.

5th. The Superannuated Teachers' Fund. The young teachers complain of the exactions of this fund a good deal, others not so much. I only wish the School Law was so framed that, on the recommendation of a committee of two or more Public School Inspectors, those who are far advanced in years could be compelled to superannuate. In my division there are two cases particularly, in which the teachers still retain the system of 20 or 30 years ago, and, owing to their age, are not disposed to abandon what they have practised so long. Besides, the very fact of their age entitles them to a consideration they do not really merit, and, consequently, the same pressure cannot be brought to bear upon them as upon those recently entered into the profession.

Suggestions.

1st. The *above* with reference to the superannuation of teachers.

2nd. Would it not be well to prepare a blank book for Inspectors, with the necessary questions, as in the Annual Reports of School Trustees? I fear that my report is not so full and comprehensive as might be desired.

3rd. Could not the Council of Public Instruction make some provision for Teachers' Institutes, so that a course of lectures could be provided for the teachers during vacation on matters connected with their daily work. Such institutes would be a great boon, and would tend to advance very materially the efficiency of our Public Schools.

Lectures.

I have postponed the delivery of any Public Lectures on Education till the winter season. I propose holding a public examination of all the Schools in my division, and delivering a lecture in the evening. I believe in this way I will reach a greater number of the people than I could by any other plan.

Teachers' Associations.

In addition to the work of visiting Schools, I have organised two teachers' associations, one for the northern part of my division, and the other for the southern. We expect to get aid from the municipal councils of the Townships interested, and procure a good teachers' library. I expect by this means to arouse a spirit of enthusiasm among the teachers, and thus fit them more fully for the very responsible duties of their profession.

The Regulations in regard to School accommodation work well in my Division. Many trustees who feel disposed to erect new School-houses, but who hesitate because of the influence of some men opposed to any expense, feel relieved when their School-house is condemned, inasmuch as it furnishes them at once with a sufficient pretext to go on with the needed improvements. Already several contracts have been entered into for the erection of new buildings in place of those condemned, and I fully believe that, before the close of 1873, every School-house condemned by me last year will be replaced.

In a few cases trustees have demurred a little to the course I took in requiring compliance with the Regulations referred to, but on the whole the *new system has worked well and I would be very sorry to see it repealed.*

No School in my division is closed for want of a teacher. I have found besides that I could supply several vacancies did they occur, by young men ready to teach whenever the opportunity offered itself.

COUNTY OF LAMBTON (NO 2.).

John Brebner, Esq.—The trustees in every case but one have expressed their willingness to comply with the Regulations regarding School accommodation so far as building is concerned, but some think there is no need of an acre of ground for play ground. The Secretary of a Village Board, who had over a hundred children crowded into one room, in charge of one teacher, asked what would be the consequence if they did not comply with the Regulations, and, on being told they would lose the grants, replied that they would be gainers if they did, for the grant would not pay the interest on the extra outlay. I then said that unless they conducted their Schools according to law, they would lose the power to levy taxes. I have heard nothing of the matter since, but that the contracts for erecting the required buildings have been made.

In but one case have I told the trustees they *must* build *this* year ; in many cases, however, I have urged early compliance, and feel assured that in three years from the passing of the Bill there will be no need for more pressure. Four new School-houses were erected last year and already I know of ten to be erected this summer, and more would be, but in several cases a new arrangement of sections must be made first.

There are about a dozen teachers in my Division who have not got engagements, some won't teach in the country, and some have not been successful teachers, the remainder would teach but ask higher salaries than they can get.

I did not require that the new books should all be introduced at once, but on my first visit advised teachers to allow no more of the old to be got. I have now visited all the Schools except two, the second time, and told them that the new books alone must be used. The only unauthorized books in use are in five or six Schools, the subjects being History, Arithmetic, and Book-keeping. In Arithmetic, objection is taken to the prominence given to £. s. d., in the new books. In the few Schools where the subjects are taught, Botany, Agriculture and Chemistry are dealt with orally, only those who like being required to get the texts.

COUNTY OF ESSEX (NO. 1.).

Theodule Girardot, Esq.—I am happy to state in my report, that the new School Bill had a good effect in all my Division ; with a very few exceptions, it has been welcomed by the people and teachers. It was a source of pleasure to me, to see how well I was received in my first visit as School Inspector, by the trustees and citizens of all denominations. I found many School-houses and lots which were not according to Regulations ; but it is satisfactory to me that, in every case, the trustees promised to take measures to

have reported but very imperfectly. The School at Point Pelée also has failed to report. I have supplied such particulars as I could learn from other sources. The settlement at the Point is at a great distance from any post office. It being difficult to reach that neighbourhood in winter. I left the blank report at Leamington, the nearest post office, in the hope that it would be received in good time, but I have not heard from the trustees. There are only a few French families there and a few Indians. The fifty dollars granted by the Department for the benefit of that Section are still available for 1872, since by the advice of the clerk and treasurer of the township I retain the order on the County Treasurer, the services of last year being already paid in full.

Libraries.—The only large public library in these four townships, is the township library of Colchester. It contains 600 or 700 volumes in fair condition. The juvenile books are very much dilapidated, arguing either much use or careless handling, perhaps both. It has existed for many years. A librarian is appointed annually and is paid by the township council. No doubt its influence has been both beneficial and extensive. The only Public School library is in a new settlement in the backwoods of Gosfield united with part of Mersea No. 6. in Gosfield 8. in Mersea. There is a respectable collection of good books, I mean books of general information. The teacher is librarian "ex officio," and opens the library once a week for the benefit both of scholars and their parents or other rate-payers. This is honourable to that new settlement. A visit to that neighbourhood is a pleasant part of an Inspector's duty. There is a sort of moral sunshine surrounding the locality of a good library. Many thanks to those intelligent and hard-working farmers.

Class-rooms.—I am not quite sure that I have correctly understood the intention of the question on the township reports.—How many class-rooms? If it means how many rooms used by the teacher and assistant (if any) in each building for hearing classes, then I have answered correctly—there being only one School having two rooms, viz: the one in Kingsville.

It is to be regretted that any change should be contemplated in the present provisions of the law, for providing adequate School accommodation for the youth of this Province. If that subject is left to the good will of trustees, the clause in the School Law of 1871, respecting the four months' attendance, must also be given up. In one-half of the Schools under my care, there is not sufficient accommodation for all those who ought to be in School, and in these cases want of room would be a valid plea in justification of non-attendance. In rural Sections there is a full attendance in the months of January, February and March. Out-door work begins in April, and the pressure is then relieved, but during these three months, teaching is conducted under great difficulties. When sixty or seventy young people, from five to sixteen years of age are crowded into a building, barely large enough to comfortably accommodate forty little children, it is not difficult to perceive what a state of discomfort must be experienced by all present, both teacher and scholars. These rooms are all heated by stoves. There are no open fire-places, which were such a pleasant feature in the rude shanties used for School-houses in the early settlement of the country. It is not pleasant for a visitor to enter one of those stove-heated rooms, especially in the afternoons. Very seldom indeed is there any attempt at ventilation, even the windows are kept firmly closed, and the only fresh air admitted, is by the frequent casual opening of the door by scholars entering or going out. In these scenes of close packing, and in this atmosphere of fetid air, learning proceeds after a fashion, but if the results are unsatisfactory, the scholars are not to be blamed. Any reasonable parent ought to be satisfied if his child reaches the time of the summer breezes, without having contracted the seeds of disease in the winter School. Mental improvement may be attained afterwards, but bodily health may be irrecoverable. One would naturally suppose that public opinion and the solicitude of parents for the well-being of their children, both bodily and mental, would compel the trustees to put an end to a state of School matters, so detrimental to the public interest, but undeniable facts prove that supposition to be entirely unfounded, in at least one moiety of our School Sections. On the contrary, the trustees are intimidated from doing what they know to be their duty, by the clamour that is anticipated to be raised in the Section by the first mention of increased taxation. Suppose one speaks to the trustees on the subject. Oh! the School has *always* been crowded in winter, but as soon as the frost is out of the ground, the big boys will leave and then there will be plenty of

room. Don't you think the children should have play ground ? They have always played on the road or in the neighbouring fields, and we hear no complaints. But accidents ? Yes, accidents might occur, but children should keep out of horses' way. But where can they play when the road is muddy, for instance, in the month of March and April ? When the roads are muddy, they don't require any place of exercise, because they have enough of exercise in going to School and in returning ; besides, a-half-acre of land could not be bought for less than twenty dollars, or probably twenty-five, which would add nearly six shillings to every man's taxes—you know what grumbling there would be. I think these are the sentiments of the average School-trustee in the rural Sections, and he acts on them, if the word *action* could properly be applied to him in his capacity of trustee, his policy in that character being a "masterly inactivity." In the towns and villages the case is different. There is excellent School accommodation in Sandwich and Amherstburgh, and also in the Village of Kingsville, and very fair in the Village of Ruthven, which soon will be the case also in Leamington. Windsor is building for the same purpose in the best style.

If this overcrowding in the rural Schools took place in summer, the evil would be less. The most thoughtless teacher would certainly in that season open the windows, and a few of the most trust-worthy of the pupils might sit under the shade of a tree, as we have no "hedges" in this country. But I forget, there are no trees near a Canadian School-house. No one thinks of planting a shade tree there, and indeed there is no land belonging to the School on which it could be planted. We have carried on war against trees for fifty years, and we are not in the humour at present to plant any more.

That is a beautiful picture of Eastern life, given in the accounts of travellers in Turkey, of little boys seated on the ground under a shade of a spreading plane-tree, in the bright eastern summer, and writing in the sand with short sticks under the care of their teacher. The summer wind fanning their infantile cheeks with its "odoriferous wings." The instruction, there may be of the rudest, but the bodily health at least is better cared for than in our highly favoured land.

In the Township of Colchester, there is an opinion extensively entertained in favour of constituting the whole Township one Section. This opinion is strengthened at the present time, by the difficulty with the coloured people—the impression being generally entertained that their instruction would be more conveniently provided for under that system. I have reason to think from what I have witnessed, where boards of five have the management of Schools, that in this Township School matters would be much better conducted by a central board, than they are at present.

We have one strong argument in its favour, that is the fact, that twenty-five thousand acres of non-resident lands are not included in any School Section whatever, and contribute nothing to Schools at present, but the trifling amount levied in the County assessment. These lands would give a School revenue of \$800 to \$1,000, at the rate levied on the inhabitants last year, as special School tax. The greatest difficulty in the way is the unwillingness of capable men to undertake a work of some labour and great responsibility without remuneration. This could be remedied only by legislation. A moderate sum from the Township fund would be sufficient. They might be allowed for each session the same allowance as Township Councillors—six sessions would probably be sufficient. The Secretary-treasurer would require something additional. I have no doubt there would be better School-houses, and a better selection of teachers. Teachers are sometimes retained after they are generally known to be inefficient, because they happen to board with the leading trustee, and for other reasons equally frivolous.

No Schools are shut up for want of teachers within my jurisdiction, that is : the Southern part of Essex. That evil anticipated by me as well as by many others has not yet been felt. If the next examination be not more difficult than the last, the few temporary licenses granted by me, will all be followed by regular certificates.

Remarks.

Derivation and Meaning of Words.—It may be safely said that there is no instruction given in the derivation of words, or the meaning of those in the various lessons, which may be presumed, from their rare occurrence, to be unknown to children. This remark is appli-

cable to all the Schools under my charge, as far, at least, as I have learned by enquiry, or by anything I have personally witnessed.

The teacher has in all cases in which the question was asked, replied, "There is no time;" and such, no doubt, is the case in Schools where the attendance is 40 or 50. How is it, then, that there is no time for instruction that is so necessary? Is not the major part of School-work entirely occupied with *words*? and is it of no importance whether or not these words are understood by scholars? The deficiency of time arises from the following source:—The reading classes which ought, in reciting, to occupy 15 or 20 minutes, and certainly not more, are standing on the floor double that time, wasting the time of the teacher, and injuriously affecting the youthful victims of such a prolonged infliction of penance, because, in four-fifths of our Schools, listening to the recitation of the reading classes is a penance of a very painful, if not of a meritorious nature. Scholars are *trying* to read in the fourth book who cannot read "fluently and well" a page of the second book. Ask the teacher the cause of the slow progress of these pupils, that is, *the actual progress*; the invariable answer is, "irregular attendance." There may be other causes, such as the want of spirit and ability on the part of the teacher, but it is apparent to all reasonable persons who take the trouble to inform themselves of the actual condition of the Schools, that the great and apparently insurmountable difficulty in the way of every attempt to improve that condition, is the bad attendance of scholars. An instance corroborating what I here say came to my notice yesterday (Jany. 10th, 1872), No. 6 Colchester, number on the register, 113. Those who have attended less than four months are 68, and only 6 more than five months. I find this out, not from the trustees half-yearly returns in the appropriate part thereof devoted to this subject, but from my own examination of the *attendance* stated in the return in July last, and the one now made. I have good reason to think that many, probably a majority, of our Schools are in a similar state with respect to attendance. Thus one monster evil produces and nurtures others. Bad attendance makes actual progress impossible. The teacher, for his own credit, is induced to substitute an apparent but fictitious advancement for a real one. The scholar is promoted not because he is ready for promotion, but because it is considered necessary that the parents should think that he is getting on well—the scholar being unable to do the work he is put to, hinders the recitation of the class in the way I have indicated. The time of the teacher being thus wasted, necessary explanation and actual instruction are neglected for lack of time. The School Law is now a well constructed machine, and able, under the new Regulations, to work itself clear of some entanglements that yet stick to it. But the best machine is useless, if the material is not forthcoming on which it is to operate. Even if the "four months" law can be enforced—which is doubtful—still, four months out of twelve is not a sufficient time to enable the average boy or girl to make satisfactory progress. Some few children will learn quickly under every disadvantage, but children in general will learn little in that time, especially when even that time is broken by many and irregular intervals.

Object Lessons.—I have, in all the Schools, recommended an immediate introduction of this amusing and instructive part of the Programme. I find that children are much amused and interested by it. It affords the most intelligible mode of explaining many words of Latin origin, expressing the physical properties of common things, such as "transparent," "flexible," "fusible," &c., &c.. This is, besides, the direct instruction that may be so pleasantly imparted. It may also, connected with certain "common things, such as *tea, coffee, ivory, coral*, afford opportunities of calling attention to Geography, in a way somewhat removed from the heart-breaking, dry way in which that delightful study is so generally taught. Who that has a bright little fellow of seven or eight, would not wish him to listen to the questions of an intelligent teacher on such subjects, and have an opportunity to distinguish himself in answering them. I think, also, that an exercise of this kind would tend to have a good influence on teachers. Surely the dullest and most formal would have to relax a little, and speak to his pupils in a natural way, while talking to them of things "not in the book."

Orderly Deportment of scholars. This has been the case in the Schools under my charge, so far as I have witnessed, with very few exceptions—the only case of malicious misbehaviour being that of two big girls in No. 4 Colchester; and the case of thoughtless misrule in the junior department of the School in Amherstburgh being the only one of

that class, and that excusable from the crowded state of the room and the age of the children.

Corporal Punishment is inflicted only in cases of insubordination and intentional mischief, and never to enforce tasks. At least this is the report made to me by all the teachers but one. I have advised the teachers to have on their desks a book containing their class lists, used also for recording merit marks, and to use a leaf of that book to note down the instances of corporal punishment, with the occasion of it, and also the date—this leaf to be destroyed at the quarterly examinations, when the trustees will have had an opportunity of reading it.

Spelling.—I have recommended "Dictation" as the best method of fixing this part of learning on the mind. As far as spelling by rote may be considered sufficient, that branch is better attended to in our Schools than any other: but I believe the only perfectly good way to correct errors in spelling, is to train scholars by dictation. In those instances in which I have tried classes to write the words, I found errors more numerous than by the common way in the same class.

Book-keeping has not been taught in any of our Schools, except in one case, and in that the teaching was merely nominal.

Arithmetic is poorly taught in all the Schools. I am afraid little use is made of the black-board in elucidating principles. I believe the instruction in this easy branch of learning amounts to this: "You have a slate, and pencil, and a book, go to your seat, and do with these what you can." Probably the greater part of the instruction is given to the younger scholars by those more advanced.

Prescribed Programme.—At the time of my visit very few of the teachers had learned anything about the new course of study. The *Journal of Education* for July had not, in most cases, been received till later in the season. In only one or two instances has it been acted on, so far as I am aware; but I have earnestly recommended teachers to lose no time in introducing the new system. I have lectured in the greater number of Sections, and my principal object has been to explain the objects aimed at by the prescribed course, and its superiority to the present irregular, capricious methods followed by teachers according to their own will and pleasure.

The close of the present year will witness, I hope, the universal adoption of the authorized course. The principal difficulty in its introduction is the prejudice of the people, and the principal obstruction in the way of its being successfully worked will be the irregular attendance of pupils, because the deeply-rooted vice of indifference is not to be eradicated in one year. I am pleased, however, to notice that the sending back of a great many of the half-yearly returns for being incomplete, has created quite a sensation. It would have an excellent effect for the trustees to enforce the law in every case at this first occasion of its violation; but the great number of instances will, no doubt, have an effect towards allowing the offence to go without punishment, and making the law inoperative. I have mentioned in one Section 68 cases liable to be informed against, in one or two of which a trustee himself is implicated.

Prayer.—In most cases the Schools are opened and closed with prayer, the exceptions being principally where both Protestants and Catholics are taught in the same School.

Register.—I have only witnessed two instances in which the register was not neatly kept; and I believe it is faithfully filled up according to the actual attendance in all cases.

Number of Recitations in the day.—I have always advised four lessons a day to be given to all classes under the fourth, the lessons to be short rather than long, and time to be economized by the recitations being got through with correctly, which can always be done by good management of the teacher.

Visiting.—In all cases but one my visit has been unexpected by the teacher, and, therefore, my estimate of the condition of each School is based on its every-day appearance; and it may even be granted that, in the case of timid and nervous children, who knew that a stranger had come to School to test their standing and ability, the appearance might even be worse than in ordinary circumstances. In visiting, I have spent a whole day in each School, with the exception of two or three, where the attendance was extremely small. I have in all cases enquired whether the teacher was in the habit of reading the new lesson to the reading classes, and found that not one professed to do so. I consider this

practice of great importance, and have insisted on teachers adopting it. If the teacher does not read to them, the scholars never hear good reading at all, and thus the strong youthful faculty of imitation is not utilized. One failing of many teachers is a bad inexpressive style of reading and speaking. Sufficient value is not attached to good reading in our examinations of teachers. For our Public Schools good reading is much more important than a knowledge of Algebra or Physics.

COUNTY OF BRANT.

M. J. Kelly, Esq., M.D.—My statistical report represents with tolerable accuracy the present condition of the Public Schools and the state of elementary education in this County. The results, when the age and comparative wealth of the section of country from which they are derived are considered, can scarcely be deemed satisfactory. The higher branches of an English education, it will be seen, are much neglected even, and the primary subjects are not generally taught with that accuracy and thoroughness which are desirable. Out of a total of 5,316 pupils of all ages attending the Public Schools of the County only about three per cent. are engaged in the study of Canadian history—ten per cent. in English history—less than three per cent. in ancient history—less than two per cent. in natural history—three per cent. in algebra—one per cent. in geometry—less than one per cent. in mensuration and only five per cent. in bookkeeping. But it is not so much the little attention paid to the subjects just named that is to be deplored as the very imperfect manner in which the primary branches, such as reading, writing, and arithmetic, are frequently taught. In a few of the large Schools, as at St. George, Mount Pleasant, Burford Village, Scotland and Princeton, in most of which Normal School teachers are employed, something like an intellectual course of training is pursued and the order and discipline are commendable, but in the major part of the rural Schools tasteful reading or free, legible writing may be looked for in vain. The cause of this deficiency is not far to seek; it is, in my opinion, directly traceable to the teachers themselves, who have neither the energy, the culture, the aptness to teach, nor the love for their profession, without a due share of all which no instructor of youth can be truly successful. The operation of the new School Law will, in time, furnish the needful remedy. If any one thing were required more than another to exemplify the necessity of its introduction it would be supplied by the fact that since it came into force a large number of incompetent teachers have chosen other occupations for which, it may be presumed, they were better fitted. How some of them ever obtained certificates, at all, is marvellous. When I assumed the duties of Public School Inspector here I anticipated a very different state of things—I imagined that during the last fifteen or sixteen years the rural Schools had kept pace with the general advancement of the country and that the “March of Intellect” had not been confined exclusively to the towns and cities. Knowing how great, in the interval, had been the material development of the country—how satisfactory the progress of higher education in all intellectual centres, I confidently expected a corresponding improvement in elementary knowledge in the Public Schools. But long before I had completed my first tour of inspection I was completely undeceived. I found the School in a much more backward state than I had expected. Of the six townships into which the County is divided, one, Tuscorora, is inhabited almost exclusively by Indians, and the Schools there, being supported by the New England Company, are out of my jurisdiction and are under the supervision of a missionary of the Church of England, the Rev. Mr. Roberts. There are besides considerable Indian Reserves in the Township of Onondaga and some farms in the Township of Brantford. The interests of the County, educational and other, are seriously injured by these Indian Reservations. Of the remaining Townships, the condition of the Schools was lowest in Burford and most advanced in South Dumfries. In the latter Township most of the School Houses are of brick and are supplied with improved desks, the teachers, too, chiefly males, being of a superior class; while in the former, the houses are nearly all frame, are badly furnished, and female teachers preponderate. My first tour has been, for the most part, one of observation. When I found a teacher competent, I usually suffered him (or her) to proceed with the work of the School, but, generally, I have taken the classes in hand myself and, after testing their knowledge of any subject, have proceeded to explain my own mode of teaching it. It has been my constant

aim to procure the presence of the trustees during the examinations, and, as a rule, they have entered most cordially into my wishes and have listened patiently to all my suggestions. I have heard little complaint, in this section of country, against the new order of things, introduced by the recent School Law, but much in its favour. The character of the School accommodation in any Township may be taken as a fair criterion of the interest manifested in education and the degree of its advancement. South Dumfries has seven commodious brick School-houses out of a total of twelve, while Burford has only two out of a total of twenty-two. I am persuaded that one of the causes of this untoward condition of affairs in the latter Township is due to the fatal facility with which its Municipal Council can be induced to change the territorial limits of its School sections. The consequence is that a state of insecurity exists which exerts a most pernicious influence. Touching this matter of School accommodation I may state here that the Regulations affecting it have not been unfavourably received in this County. I found, in the course of my tour, that the people had acquired, in some way, an exaggerated notion of the power vested in the Inspector. I did not seek to encourage this popular delusion. When I visited an inferior School-house in a large and wealthy section I recommended the trustees to take steps, so soon as it might be convenient, for the erection of a new one. This I have always done in such a way as not to offend, and the trustees and such rate-payers as chanced to be present invariably received my suggestions with favour and promised to give them due consideration. In poor and small sections where School-houses are defective I deemed it advisable not to insist on the Regulations being immediately complied with. Injudicious action here, I knew well, would render the law unpopular—a result especially to be deprecated. There is a general disposition manifested in this County to give the new School Act a fair trial, and, I believe that, the rules of ordinary prudence being observed by the Inspectors throughout the country, it will yet fully realize the hopes of its projectors. Intemperate and ill-informed writers have done much to turn the popular mind against it, but that influence will speedily pass away. The effect, on the whole, so far as increased School accommodation is concerned, has been favourable, and I believe we shall have, in a few years, a much improved class of School-houses in this County. Owing to the scarcity of legally qualified teachers, I granted “Special Permits” in a few cases. During 1871 I granted one to a young lady to teach a very small School in the poorest Section in Brantford Township, at a salary of \$12 a month, without board; one to an assistant teacher in the Scotland Union School; one to a teacher who is a Graduate in Arts of the University of Rochester, and holds a first class old County Board certificate from the County of Norfolk; and another to an assistant. I have granted during this year “Special Permits” to five teachers as assistants or in inferior Schools. I trust in a very short time there may be no further need of exercising this privilege.

I have to state that not a School in this County, so far as I know, has been closed or is now closed for want of teachers. Three inferior Schools would, I believe, have been closed, had I not, on the application of the trustees, granted “Special Permits,” after examination.

CITY OF HAMILTON.

A. Macallum, Esq., M.A.—The General Regulations in reference to religious instruction are carried out to the extent of reading the Scriptures and repeating the Lord's Prayer every morning, and the Ten Commandments twice a week, by each teacher. The effect I believe to be most salutary. Reading the Word of God has a soothing effect on teachers and pupils; while the Lord's Prayer brings them all, it is hoped, nearer to Him whose words they have repeated.

The Library exerts an influence for good. There are many Sabbath-School libraries, and an excellent one in connection with our Mechanics' Institute, still many books are taken home from our Library for parents to read.

In the General and Statistical Report I have put the class and number of certificate, and time engaged in the profession, in connection with the name of each teacher on the list.

One teacher has been in the work for twenty years.
 Eleven teachers “ “ “ over ten “

Nineteen teachers have been in the work over five years.
 Twenty-six " " " " under five "
 The average for all our teachers is six years.

It seems rather odd that while the humblest Public School requires the services of a duly qualified teacher, in the High Schools and Collegiate Institutes, with the exception of the head master, no qualification should be requisite. I believe the time has come when all engaged in teaching, even in private schools, should undergo some training to fit them for the work they undertake, and for which some of them are so poorly qualified.

The instructions about who are and who are not "residents" in a Section are somewhat puzzling. I take the statement in "Regulation 15 of Duties of Trustees" to be final. It states most plainly that "The names of all children whose parents or guardians reside or have taxable property in the School Section, are to be included as 'residents,' but no others." The "but" in the sentence following this statement I presume should be "or," and then the whole matter would be clear enough.

I should have remarked above that it seems something of an anomaly that in the Public Schools the Government Grant per annum, for each pupil, should be only 38 cents, while in the Collegiate Institute it is about ten dollars, or nearly thirty times as much!

The following table exhibits the leading monthly items of the Schools; three years are given for the purposes of comparison: it shows the progress, so far as numbers and attendance are concerned, to be very satisfactory. We should, however, never forget that the average attendance, not the number enrolled, gives evidence of the work accomplished. When pupils attend regularly it shows the interest taken in their studies, and so for the success of the teachers:

Comparative Statement of the Statistics of the Public Schools for the years 1869, 1870 and 1871:

1869.				
	No. on Roll.	Daily av. attendance.	Per cent.	Fees.
January	2729	2572	94.0	\$526.25
February	2798	2491	89.0	545.37
March	2759	2496	90.0	523.87
April	2842	2784	91.0	558.25
May	2990	2811	90.7	519.75
June	2941	2649	90.0	532.87
August	2668	2358	88.8	510.12
September	2854	2669	90.2	534.50
October	2972	2713	91.3	576.37
November	2989	2730	91.2	558.75
December	2823	2601	92.0	551.62

1870.				
	No. on Roll.	Daily av. attendance.	Per cent.	Fees.
January	2929	2691	91.5	\$524.12
February	3057	2765	90.5	612.87
March	2993	2608	87.1	575.00
April	3162	2812	89.0	592.00
May	3271	2880	88.0	591.50
June	3150	2716	86.1	552.50
August	2847	2526	88.7	538.75
September	3190	2830	88.7	578.37
October	3139	2785	88.7	566.75
November	3092	2770	89.6	573.00
December	2875	2598	90.3	546.25

1871.				
	No. on Roll.	Daily av. attendance.	Per cent.	Fees.
January	1207	968	80.2	\$218.75
February	2536	2256	88.9	493.37
March	2861	2548	89.0	551.87

	No. on Roll.	Daily av. attendance.	Per cent.	Fees.
April.....	3201	2902	90.7	594.87
May.....	3334	2959	90.2	613.37
June	3020	2729	90.2	545.75
August ...	2997	2636	87.9	224.60
September.....	3485	3156	90.8	510.90
October	3479	3146	90.5	503.45
November.....	3479	3140	90.3	497.70
December	3194	2970	93.0	480.90

Numbers, percentage, cost, age, &c.—The number of pupils enrolled in 1871 was 4,642, being 250 more than 1870. None of these were under five years of age; 2,847 were between five and ten; 1,780 between ten and sixteen, and seventeen between sixteen and twenty-one. Of these, 202 attended school less than twenty days; 593 between twenty and fifty days; 969 between fifty and one hundred; 982 between 100 and 150; 1,450 between 150 and 200; and 435 more than 200 days or the whole year. The average attendance for the first half year was 2,423.5; for the second 2,982, and for the whole year 2,768. As heretofore, the numbers used in ascertaining these results are those given for Union Schools.

The *percentage* of the attendance on the roll number fell, by the causes already assigned, from 65.6 in 1870, to 59.6 last year; ten years ago it was 53.7. If, however, we omit January, and the extra month of summer vacation, the percentage will be about seventy. With the exception of January, the attendance was excellent. The monthly averages for the year average eighty-nine.

The *cost* per pupil, estimated on numbers on roll and amount paid teachers, was \$3.78; for 1871, \$3.91; for 1861, \$3.67; the cost per pupil, estimated on average attendance and amount paid teachers, was \$6.50; for 1870, \$5.91; for 1861, \$6.84; and total yearly cost per pupil, estimated on number on roll and current expenditure, \$6.94; for 1870, \$5.73.

In reviewing the Chief Superintendent's Report for 1870, on the 24th instant, the *Daily Spectator* remarks:

"The School population of Hamilton is set down in this table at 5,800, of whom 5,756 are reported as attending School for some period of the year, the average attendance being 3,604. Compared with the other cities in Ontario, Hamilton leads in the proportion of her School population attending School, as well as the percentage of average attendance, as will be seen by the following statement:

	School population.	Number attending.	Average attendance.
Toronto.....	13,333	9,759	4,639
Hamilton	5,800	9,756	3,604
Kingston.....	3,600	3,207	1,730
London	4,160	3,997	2,215
Ottawa	5,000	3,797	1,600

Thus it appears a little over 73 per cent. of Toronto's School population attend the Public Schools, 98 of Hamilton's, 89 of Kingston's, London's 95, and Ottawa's 75. The average percentage of attendance of those who entered School was, in Toronto over 48 per cent., Hamilton nearly 63, Kingston over 53, London over 50, and Ottawa less than 44.

The average age of the pupils in the 12th, or lowest grade, in May last, was 6½ years, in the 11th it was 7½ years; in the 10th, 8½ years; in the 9th, almost 9 years; in the 8th, 10 years; in the 7th, 10½ years; in the 6th, 11½ years; in the 5th, 11½ years; in the 4th, 12½ years; in the 3rd and Special, 13 1-6 years; in the 2nd, 13½ years; and in the 1st, or highest, 14½ years.

In the 1st, or lowest, class in reading there were 2,719 pupils; in the 2nd, 319; in the 3rd, 659; in the 4th, 504; in the 5th, 285; and in the 6th, or highest, 141. The Council of Public Instruction during the year made some changes in the classification of pupils in reading; the first class now embraces those in the First Book, Part I., First Book, Part II., and in the Second Book. The other subjects will be found much as

usual, and are given in connection with the Tables, which I hope the Board will republish.

The reading, spelling, arithmetic and writing occupy by far the greater portion of the teachers' time ; but, as they constitute the basis of our education, they can hardly be too highly considered.

Health.—During the year fourteen pupils passed away from the scenes of earth. Five of these were cases of drowning ; and this number refers only to those who died within a month of their being at school. This gives one in 330, and is higher than the statistics of some Sabbath-Schools that have been published. These facts show Hamilton to be among the healthiest localities in our country.

Income.—The income for the year came from : Government Grant, \$1,716 ; School fees, \$5,246 ; Municipal assessment, \$25,244 ; other sources, \$19. Total, \$32,220. The expenditure was as follows : Salaries of Teachers, \$17,981, which includes the Inspector's salary ; other salaries, \$2,266 ; library books and prizes, \$150 ; books and stationery, \$2,098 ; wood and incidentals, \$2,185 ; permanent improvements, \$7,540. Total, \$32,220.

Important Resolutions.—The following are resolutions adopted by the Board at various times during the year :

1. " We recommend that a board be prepared on which to record the name of the first scholar in the Central School each year, from the commencement if possible, and to be fixed in the most conspicuous place.

2. " That all the pupils in the Central School who can pass the examination for entrance into the High School be promoted to that School.

3. " That in future no teacher be permanently appointed unless holding a first-class certificate from the Normal School (the same as Provincial).

4. " Whereas, the *new regulations* of the Council of Public Instruction require that all teachers who have taken third-class certificates from a City or County Board must produce evidence of having had three years' practical teaching before applying for a second-class certificate, and two years more for a first-class ; the Committee therefore recommend the following resolution to be placed in the minutes :

" That teachers who have obtained second and third-class certificates from the Board of Examiners for the City be employed in the Primary Schools whenever there may be a vacancy. Be it also imperatively required that all teachers with 2nd class certificates *during* three years, and those with 2nd class after two years' teaching, present themselves for re-examination, for the purpose of taking out certificates of a higher grade." The usual conditions of engagement between the Board and the teachers are that a month's notice be given or received when a change is contemplated. The teachers are engaged at so much a year, and paid monthly—a great improvement on the quarterly payment.

Requirements of the New Act.—Notwithstanding the changes and improvements necessitated elsewhere by the Act of 1871, it is matter of congratulation that in this City our Board had so far anticipated all these things that no change, with one exception, needs be made in order to meet all the requirements of the Act referred to.

Industrial Schools.—From the enactments in the 3rd, 4th and 42nd sections of the New School Law, it is apparent the Legislature contemplated the education of every child in the Province. As the property of all is taxed for the education of all, it is a great wrong to those who pay that all should not be benefited by this arrangement ; for by neglecting to educate every child a class of persons is allowed to grow up whose very existence is a great drawback to the progress of society, as well as a source of danger and great expense. School-houses are cheaper than gaols ; teachers, even if paid more than at present, cost much less than officers of justice ; the former prevent what the latter, with their utmost exertions, but ineffectually cure. To meet the requirements of these portions of our School Law it would be necessary to establish one or two Industrial Schools ; and as there are at present in operation in this city an Industrial School for girls and a Boys' Home for lads, it might, I believe, be arranged with the excellent and benevolent ladies who, with commendable zeal and great liberality of means and time, are carrying on these institutions, that the charitable part would still be under their direction and control, while the educational part would be under the control and at the expense of the Board of School Trustees. To ascertain the best methods of carrying on these Schools, other cities

are sending deputations to places in the United States, to see them in actual working and find out all about them. I hope the Board will join in the efforts about to be made to induce the Legislature to aid in the erection of buildings, and in the support of these very important appendages to our present excellent School system.

Another important step is the appointment of one or two parties, whose special duty it would be to bring to justice those who neglect to send their children to any School, and also in looking after those pupils who are irregular in their attendance at School. But till the Industrial Schools are provided this part can, only to a limited extent, be carried out.

As the number of children in our city who do not attend School some part of the year is comparatively small, and it is with the Protestant part of the community we have to deal, I see no difficulty in the way of these salutary provisions of our School Law being fully carried out, at an expense which would be but trifling in comparison with the vast amount of good that would be certain to flow from their establishment and efficient working.

The number of teachers in the employ of the Board, at the close of the year, was 57, and six paid monitors, making in all a staff of 63. Among these are found not a few who, by their conduct and exertions, by the amount of heart and soul they throw into their work, and by the amount of energy, and the power of calling forth the energy of their pupils, make our Schools what they are, and solve some educational difficulties which depend not so much on the subjects taught as on the character of the teachers and manner in which they impart instruction. The most lasting impressions carried from childhood into after life are those not only of the studies at School, but also of the manner in which the instruction has been given. The habits formed, perhaps more than the knowledge acquired, enter so largely into the formation of character that the utmost care should be given to this very important subject by those who mould the heart, enlighten the mind, and form the character of the future men and women of our Ontario home.

I now proceed with the detailed statement required.

All the School property in this city is held in fee simple by the Board of School Trustees. The materials are wood, stone and brick. There is one house of wood, one of wood and stone, two of stone, and the rest, nine, of brick. The general plan is, a school-room with desks for writing, &c., and a gallery, with seats raised one above the other, for recitations in geography, blackboard explanations, &c., two divisions, and they alone occupy each set of these rooms. The condition of all our School-houses is excellent. The Board, during the last summer vacation, laid out in improving these buildings the large sum of (\$7,540) seven thousand five hundred and forty dollars; so that they are now better than they have been at any previous time. The buildings have been erected at various times since 1852, and a large building, now in course of erection, to be ready in April next, and suitable to accommodate 400 pupils, will add greatly to our School facilities, and enable us to lessen some divisions now overcrowded with pupils. The School property has been acquired with city funds through the City Council. Two houses are heated by furnaces, the rest by common wood stoves. All our houses are lighted by windows placed high enough to prevent the children looking out at persons as they pass, and ventilated by ventilators entirely apart from the windows. We find it far better to have the hats, caps, &c. of the pupils hung up in their own rooms, and consequently require no closets for these things. The desks are on the most approved form and so arranged that the teacher can pass between the rows of desks while passing among the pupils. Each house is surrounded by a play-ground sufficiently large for all purposes. We have no gymnastic arrangements of any kind, no wells, for the city water has been brought into each school, we have every convenience for private purposes, the premises are all properly fenced, and shade trees and shrubs beautify the whole.

1. As the city limits constitute the School Section, I need not refer at greater length to this number.
2. Our Trustees have, and are providing accommodation, ample and sufficient for every child in the city.
3. The space of air specified is abundantly provided.
4. The first part I have already referred to, and now simply add that the conveniences for the sexes are separate and quite sufficient.

(b) *Means of Instruction.*—No foreign book is used as a class-book. Some books are in use that were used before the change made by the Council of Public Instruction. Apparatus, suitable and sufficient in the shape of calculators, maps, globes, &c., are provided.

(c) *Organization.*—Each pupil is taught by one teacher; the schools are all graded, and properly classified, so that all the pupils in each division constitute but one class. To this there is one exception—one Special Division in which there are three classes. When the number of pupils requires it, the Board allows me to employ a paid monitor, who receives twelve dollars per month, and those thus employed, are persons waiting to receive an appointment on the staff.

(d) Our hours are from nine to twelve in the morning, and two to four in the afternoon. The average ages of pupils in May last were as follows :

In the twelfth or lowest grade,	6½ years.
“ eleventh or next higher,	7½ “
“ tenth “ “	8½ “
“ ninth “ “	almost 9 “
“ eighth “ “	10 “
“ seventh “ “	10½ “
“ sixth “ “	11½ “
“ fifth “ “	11½ “
“ fourth “ “	12½ “
“ third and special	13½ “
“ second “	13½ “
“ first or highest	14½ “

The pupils do not change places in the classes—each receives credit marks every day, for success in recitation, good conduct, &c. Distinctions depend on intellectual proficiency, attention, punctuality, &c., and at the end of each month a monthly examination is held in all the higher divisions, and the results of this examination, combined with the marks of the month just past, determine the pupil's position in the division during the month just entered upon. Corporal correction is still allowed, but I am glad to be able to state that this kind of government is passing away. The strap is the only instrument allowed; the correction is administered as privately as possible. Standing on the floor, keeping in after school hours, bringing notes from parents, &c., are resorted to as far as possible. Corporal correction is the last resort; we try to cultivate the better dispositions rather than depend on the suppression of the more troublesome characteristics of childhood. On the whole, we have very little difficulty, and the number of troublesome pupils is becoming less year by year. The attendance is very good; each teacher looks after his or her own pupils, and during the past year 202 pupils only, out of 4,642, attended school less than twenty days.

Each teacher begins the day by reading the portion of Scripture selected by the Inspector, and repeating the Lord's Prayer, and twice a week the Ten Commandments. No separate religious instruction is given, but the teachers are urged to avail themselves of every favourable opportunity for impressing their pupils with the importance of their social, filial, and religious duties, love for our Queen and Country, obedience to parents and teachers, proper regard for their brothers, sisters and companions, and supreme regard for God, His Word, His Day and His Worship.

(e) Our method of instruction is the combined, simultaneous and individual methods. The teacher explains and repeats, and then calls on the division or some pupil to give the words or the substance of what was said or explained. The attainments are tested, when possible, by written examinations.

(f) *Attainments of Pupils.* 1. In Reading. Many of our pupils read very fairly. The plan adopted is to have each lesson read properly before the next is taken up. 2. Spelling. In this subject our pupils excel. With the spelling we always give the meaning or definition. 3. Our Penmanship is good. The Payson, Dunstan and Scribner Copy Books are used throughout all the grades. The Inspector, at the close of each month, examines and classifies all the copy books finished, into good, fair, bad; and at

the Teachers' Meeting calls attention to the excellencies or defects he finds prevailing in any grade or division.

4. Drawing is not carried on to any great extent.

5. Arithmetic, next to Reading and Spelling, engrosses most time. We endeavour to be thorough so far as we go. We are not satisfied unless the pupils have made the rules and explanations, the why and wherefore of every step, a matter of the understanding.

6. Book-keeping by single entry is all we can attend to.

7. Grammar receives due attention. The pupils compose fairly, they are drilled in Etymology, then Analysis and Syntax; but they parse so far as they go in acquiring a knowledge of the parts of speech.

8. Composition is taught by frequent exercises.

9. Geography and History are taught as presented in the official programme, and by questions on each lesson; our object being to enable our pupils to locate every place mentioned and incident referred to, as well as to have a good idea of the events of history in regular chronological order.

10, 11, 12, will not hereafter be taught in the Public Schools, as the division of pupils in which these branches were taught has been transferred to the Collegiate Institute.

13. Vocal Music. Many of our teachers make their pupils sing, and some of them do it well. But this interesting and useful branch is not systematically taught, consequently it does not rank on an equality with the more necessary branches.

(g) Some eighty pupils passed the examination into the Collegiate Institute during the year, but I believe not more than between sixty and seventy of these were sent—the others went of their own accord. A visitors' book and register are kept in the Central School.

The pupils are examined, and classes assigned them on entering the Schools. For places in the divisions, there is a monthly examination for promotion from one grade to another. We have a semi annual examination; and for prizes an examination once a year—just before the Christmas vacation. Our prizes, embracing the books themselves as well as the method adopted in awarding them, have, now for a period of ten years, given a degree of satisfaction far beyond my most sanguine expectations. The books have invariably been procured at the Educational Depository, and, in appearance and real value, seem to improve year by year. This shows that great care is bestowed in their selection, and every facility, as I have frequently experienced, is extended to those who go to the Depository for a supply.

TOWN OF COBOURG.

The Rev. John Laing, B. A.—The School accommodation is quite inadequate, and the buildings are very far from what they should be. This will appear more fully in detail. The people have manifested hitherto very little interest in School matters and a large proportion of the children have been attending Private Schools. A change in this respect seems to be coming, and since the Schools have been made free, there is more likelihood of their being generally attended. Formerly almost no oversight of the Schools was maintained, teachers were much discouraged, the attendance was most irregular and the progress made was very little. I found it impossible except in two Schools to bring the pupils up to the Programme or to conform to the Regulations as to time of study. Teachers and trustees have, however, tried to do their best and have carried out any reasonable suggestion so that an improvement may already be discerned.

I have spoken and written to the trustees on all points referred to in the Regulations, and I trust they will put every thing into a satisfactory state as soon as possible. While, therefore, it may be of use for the Department to call attention to the state of things as above reported, I may express the hope that the greatest indulgence which can consistently be given, will be shown to the town. The School accommodation is not sufficient for the children of the town. Though the census has not been taken of the children of School age, still I am sure that nearly 200 children cannot find accommodation without overcrowding the School-rooms.

The attention of the trustees has been specially called to grading the Schools, and this, I believe, will be done next year to some extent.

TOWN OF PICTON.

J. M. Platt, Esq.—For many years the Public and High Schools were united, and the success attending the efforts of some of our late teachers was very far from satisfactory. A fine School House erected some fifteen years ago, was found to be amply large, as the increase in the aggregate attendance of pupils was from year to year almost imperceptible. Private Schools sprung up in different parts of the town, and the opening of Ontario College largely assisted in drawing the attention of the public from the Public School interests. Finally, a temporary stimulus was given to the School by Mr. Lennox, and an additional room had to be provided. About two years ago our Board were fortunate enough to secure a good staff of teachers. Dr. Crowle (late of Bowmanville,) being selected as Principal. It soon became evident that unusual prosperity was to follow this valuable accession. People's attention was turned to the "Union School," and day after day the number of pupils increased. Private Schools were closed, and at last Ontario College died. It now became evident that more extensive School accommodation must soon be provided. One of the departments became so thronged that I found it necessary to direct that half the pupils should come in the forenoon, and the other half in the afternoon. The Town Hall was then engaged, and another teacher procured, and the Board proceeded to erect a magnificent building adjoining the old one. This, which is one of the finest School buildings in Ontario, is now about completed. We have now nine large rooms, each capable of accommodating from fifty to seventy pupils. At the re-opening of the Schools in January, the new rooms will be occupied, and the two divisions called from the Town Hall. The new building cost over \$7,000—the old one \$4,000. Within the last year the attendance of pupils has increased 30 per cent. The influx of pupils into the High School shows that the Public or preparatory Schools must have been successfully administered. Dr. Crowle has two assistants in the High School department, one of these assistants also controls a junior or "graduating" class upon the same flat, consisting of those who are next to enter as High School Pupils. The remainder of the Public School departments are under the charge of female teachers, in the selection of which we have been exceedingly fortunate. The prescribed programme is carried out in the School as a whole. A very ingenious and judicious division of the work and classification of the pupils has been made by Dr. Crowle, and although there is a continual "climbing up" by the pupils, the primary departments are the most crowded. The Public School may be said to consist of five divisions, through each of which the novice has to pass, in order to enter the High School. Our School may be said to be highly prosperous, but still there is less interest taken in it by the public than there is in many institutions of infinitely less importance. The new School Bill has caused a change in our staff of teachers, by destroying the "qualification" of some of the lower departments. Upon the whole, the people look upon the law as advantageous, and I think its fruits are clearly perceptible already.

TOWN OF NIAGARA.

The Rev. John Rogers.—The High School has received several additional pupils, chiefly from the Public and Separate Schools, and is doing its work well. The building and other accommodations are all as required by law.

The Public School, as well as the Separate, has been re-organized, so as to conform to the new Regulations, laid down in the Act of 1871, so far as possible with the pupils in attendance. The want of sufficient proficiency has prevented the formation of a sixth class, but in each of the other classes the last programme has been adhered to.

The School apparatus is sufficient for the purpose of carrying out the proper mode of instruction, and the present law. The School House is commodious with abundance of ventilation, and having separate class rooms, and other conveniences, excepting a well. The adjoining common affords one of the finest play grounds in the Province.

I have no hesitation in expressing my approval of the classification and general organization of the School, and of the mode of teaching adopted, being a mixture of the individual and simultaneous, without the assistance of monitors.

Prizes are distributed annually at the Christmas examination, and have very appar-

ently a good effect. There is no School library, but its want is supplied by that of a Mechanics' Institute, of increasing efficiency.

The Separate School has been in every respect excellent. The attendance of pupils was large, and the mode and amount of instruction very satisfactory. The School-building has a teacher's residence attached, and is furnished with the requisite accommodation and apparatus. The School Law of 1871 has been very well observed.

None of the Schools has any provision for gymnastic or military exercises.

TOWN OF ST. CATHARINES.

J. H. Comfort, Esq., M. D.—Mr Robert McLelland has been a teacher in this School for a period of eighteen years. The business of the School is conducted in accordance with the time table, and is well carried out. There are three assistant teachers in this School, all females. The Registers are well and properly kept. The attendance of pupils is punctual, but not so regular as it should be. The pupils in the male department, many of them, are not so neat, clean, and tidy with their clothing as they should be; the attention of the teacher has been called to it, and some improvement is hoped for.

The average attendance at this School is large. The classes are numerous and well filled. Each teacher has at least three grades of pupils, or three general divisions, made according to attainments, and each division is subdivided, making the classes so numerous that very little time can be devoted to each class, a very unsatisfactory condition. The mode of teaching in this School on the whole, is pretty satisfactory. If it was a little more practical it would be better. The management of the School is perhaps as well as could reasonably be expected under the circumstances. The accommodation and facilities for managing the School well are very deficient. The teachers appear to have proper command over the pupils, and the pupils show their respect in a high degree for their teachers. I have visited this School on an average once a month during the past year.

St. George's Ward School.—Mr. Oscar Fitz Wilkins has been master of this School during the past six months, Mr. Somerset having resigned the mastership to take the appointment of County Inspector. There are two female assistant teachers in this School. Temporary accommodation was provided, of a very unsuitable kind, for the pupils of this School. The building that heretofore has been occupied by this School, has been enlarged during the past year, and is to be in future used as a Central School. The Central School is not finished yet, which has been the cause of a great deal of inconvenience and disorder in the School. The mode of teaching and management of this School do not differ to any extent from the same in St. Thomas Ward. I have visited this one on an average of once a month during the past year.

St. Paul's Ward School.—Miss Montgomery is the head teacher in this School, with two female assistants. This school is better classified than either of the two mentioned before. The building is a new one, consisting of three rooms well ventilated and lighted. The mode of teaching and management of this School is similar to that of others just spoken of. I have visited this School on an average during the past year, once a month.

St. Anne's Street School.—Miss Lindsley is the only teacher in this School. The building is on a public street without yard. The accommodations are poor. The teacher manages the School of about sixty pupils well, keeps good order, teaches well, and is well liked by her pupils. The children progress well in the different studies. Miss Lindsley would make a very superior teacher if she had six months training in the Normal School. I have visited this School on an average once a month during the past year.

On the whole, the Schools are conducted as well as could be expected with the present accommodation, which, I am sorry to say, has been totally inadequate to meet the requirements of the School population. However, the difficulty will soon be remedied, as the Central School will be completed in about two months, which will afford ample room for the School population of the town. We hope in a few months to have the pupils properly graded and classified, and every thing connected with our Public Schools managed in first class order.

TOWN OF DUNDAS.

James Herald, Esq.—The School buildings in Dundas are of brick. The High and Public Schools, at present, meet in the same edifice, which is a two story building. The lower story is divided into four departments. The upper into three, two of which are for the accommodation of the High School. In our Public School there are five teachers. The four lower divisions occupy the rooms on the ground floor, and the highest division occupies the third room in the second story. The building is in good condition, and was built with funds raised for the purpose by the Municipality, in the year 1856. It is heated by means of hot air, but the arrangements for the heating and ventilation are not satisfactory. The attention of the Board of Trustees has been directed to that fact, and a committee appointed to attend to it. The Committee have taken steps to have the heating and ventilating arrangements improved by the close of the Christmas holidays. The desks and seats, which are small, each accommodating two pupils, are arranged so as to fill up the area of the room, with the exception of a small empty space near to the teacher's desk. There is ample play ground accommodation, a well and other necessary conveniences. The premises are entirely fenced. The only shade trees on the grounds are two or three that have been left standing when the *clearance* was made, but there were a few planted along the outside of the fence this year.

The accommodation is not such as to afford the requisite average space to each pupil in the different departments of the Public School. I brought this matter under the notice of the Board of Trustees some time ago, and an additional class room has since been rented, and an additional teacher engaged. Steps have been taken by the Board, also, to have an additional building erected in the ensuing spring, for the accommodation of the High School, so that the entire present building may be solely for the accommodation of the Public School.

The authorized text books are used in the different classes. The School has, for a number of years, been systematically graded, from the lowest department to the highest, according to a carefully prepared programme of studies, in which there is the branches of study, and the limits prescribed for each department. The gradation will in future be according to the new programme of studies, prescribed by the Education Department.

In the highest department particularly, the pupils are trained to read, not only with facility, but with ease and expression. Drawing is not taught. There are no pupils in the Public School studying algebra, geometry, natural philosophy, &c., because when they reach that stage of advancement they are promoted into the High School, and in order that there might be no interruption in the system of gradation, the Board of Trustees passed a resolution, when the Public Schools were made free, that the High School here should also be free. We are thus able to carry out the system of gradation, from the lowest department in the Public School to the highest in the High School.

TOWN OF WHITBY.

G. Young Smith, Esq.—There are three Schools in Whitby. First, the Henry Street School is a fine two-story brick building divided into four divisions, each division being taught by a separate teacher. The pupils are graded according to their requirements. The first division is in the shape of a gallery. This division has been very full, and in fact during the warm weather is the town nursery, as it appears that a great many parents sent their young children here to get them out of their way. It is a fine large room and the little ones seem to enjoy themselves amazingly. They are almost all supplied with slates and pencils, and those that are not busy writing and drawing are making letters and figures shown or copied from a blackboard in the room. They are a very intelligent class of pupils and if it was not for their great numbers, their teachers might get along nicely with them, but really no one person could be expected to attend to one hundred and twenty-four small children all under seven years of age, which I counted in one day, and keep them in order without trying to teach them. The number is altogether too great. The cold weather has, however, somewhat cured this, as the number is now reduced to about seventy. The teacher instructs them in classes and simultaneously. This division is supplied with Tablet Lessons and the First Book in large cards.

The Second division of this School embraces all those who are reading in the Second Book, and one class of about a dozen in the Third Book. This is a very orderly and highly respectable division. There are about seventy-five in it and are generally between the age of six and nine years; being all of about the same size they present a most beautiful appearance and are very intelligent and orderly. This division is supplied with maps, and lessons in natural history, the desks are nicely arranged and have small arm-chairs to each. The discipline is good, a proper system of marking is adopted. Each upon getting to the head of the class then goes to the foot and receives a mark which is duly registered in his favour. This system is adopted in all the divisions of this school with good results.

The third division of this School embraces those in the Third Book exclusively, and are between the age of nine and twelve years; this is also a very intelligent division and besides reading, writing and arithmetic as far as long division, are taught the elements of English grammar and geography. There are about sixty in this division, and they are required to write and prepare all their lessons on paper. There is a nice collection of maps and a large blackboard in front of the pupils. Some of the pupils in this division read and spell well, but appear to excel in geography—being mostly girls, they do not do so well in Arithmetic as I would like to see them. The authorized text books are exclusively used.

The fourth division consists in those who are reading in the Fourth Book, which is the highest book in the School. There are some good readers in this division. The discipline and deportment of the pupils are good and the work done is thorough. Those who have gone through all the grades of the School can easily be told from those who come from country Schools; as in the town Schools it is imperative that all pass a strict examination before the head-master before they can be advanced from one division to another. They work arithmetic as far as proportion and parse and analyze sentences in grammar, and know general geography and the outlines of Canadian and English history. There are about sixty in this division, and this number is rarely exceeded, as every half year quite a number is taken from this division to the Grammar or High School. This School is in a very prosperous state, some of the teachers have been engaged therein for the past ten years and have given great satisfaction. There is quite a nice play ground and all the necessary conveniences in connection therewith; but there is required more accommodation for the younger pupils, as there are quite enough in the first division to make two divisions; and were there another division in the School, a more perfect classification of the different grades could be made than at present.

The John Street School is also built of brick, and is one story with two large rooms and two teachers; one male teacher who holds a County Board certificate, and has occupied his present position for the past twelve years, and the other a female who holds a second-class Provincial certificate under the new law. The highest division contains all the Third and Fourth Book scholars, and the lowest those of the First and Second Books. There are about one hundred and twenty scholars attending this School, and there being only two divisions, there cannot be as good classification as in the Henry Street School. The pupils are very orderly and diligent, and appear to be doing very well. The reading, arithmetic, spelling and writing are well taught. Everything about the School and premises is kept in the most orderly manner. The School-house is well laid out and furnished with all the conveniences for teaching. The only objectionable thing I see in the School is that the desks are the old fashioned board ones, and appear very much confined. I trust that the board will soon remove this small objection, and then I think this will be the most convenient and suitable building in the town for School purposes.

The Anderson Street School is a very poor old frame building that has been used for the past twenty years as a School-house, very little has been done to it in the way of change of late years. The trustees think every year of building a new one in its place. There are about fifty pupils attending this School, and these are taught by a female who holds a first-class Normal School certificate, but as she has all the different grades to teach she has not so much time as is necessary to give to the advanced pupils. They are a very orderly and highly intelligent class attending this School, being mostly the children of well-to-do farmers who live in the limits of the town, and so soon as they are old enough to walk to the other Schools usually go there, and consequently only the elementary branches

are taught them—but they are well taught, and those who go to the other Schools from this School generally take high places in the classes in which they are placed. This School is also well supplied with, maps, black-boards, and all the necessary materials for teaching, but the building is very old and it is quite time that its place should be filled with a better one.

In closing this Report I may say that the teachers as a body are most competent and appear to be doing good work and are preparing themselves for the highest grade of certificates required under our new law. The trustees give them every encouragement in the way of prizes for the School, and supplying them with all necessaries for teaching, and appear to take a deep interest in the welfare of the Schools and all connected therewith. I can hear of very few children in the town who do not attend School, although their regularity might be improved. The rich as well as the poor of the town attend the Public Schools and no private Schools at present exist, which of itself is sufficient to show that satisfaction is felt in the Public Schools.

The only great want in our Town Schools is that of a little more accommodation, which I understand is partly to be given this coming summer in an addition to our Grammar School, as there are now about twenty-five pupils nearly ready to go there from the Town Schools, but cannot be admitted for want of room. I trust that this will soon be remedied and that there will nothing be wanted for preventing any of our youths from being educated so as to be able to fill any position that they may be called upon in after life with profit to themselves and honour to the Town.

TOWN OF GALT.

Rev. J. B. Muir, M. A.—The character and condition of the Central Public Schools are most satisfactory. They are well ventilated in summer, and upon the whole well warmed in winter, though the placing in winter of double windows on the west side of the schools would be an improvement. The out-door accommodation is also in a most satisfactory state.

The furniture and apparatus of the Schools are excellent. In this respect the trustees have shown a most laudable liberality, which is worthy of imitation. The object lesson pictures, and the drawing examples have become, through long use, dim and defective. It would be well, if the trustees would provide a large English Dictionary, either "Worcesters'" or the "Imperial," to be the standard of pronunciation for the whole Institution. I regret to write that the School Library is in a state of confusion and desuetude.

Since the transference this year of the Primary School, on the west side of the river, to the Central Public Schools, the accommodation has become too limited. I expect the Trustees to erect one or two Primary Schools next year, to obviate this difficulty. I have notified them of their duty in this important matter.

The scholars formerly graded and arranged into ten divisions, are now graded and divided into six classes, to meet the requirements of the new limit and time tables. All the subjects authorized by the New School Act have been introduced into the Schools, with the exception of vocal music. I may mention, however, that in several of the classes the teachers give instruction in singing. I have notified the trustees of their duty in this matter. The new subjects, so far as I can judge, are well taught, but time is required for permanent results. The teachers complain of the want of suitable text books for teaching "Civil Government," "Moral Duties," "Common Subjects," and "Natural History." This desideratum, it is hoped, will be supplied at an early day, when the Education Department publishes its text books on these topics. The authorized books are used in all the classes.

Having been in all the classes several times during the year, I have much pleasure in stating that all the subjects are well taught, and that I see a very marked improvement in the tone and state of the Schools since 1870—thanks be to the tact of James B. Gray, Esq., the Head Master, who is both a most accomplished teacher and judicious principal. I not only visited the classes, and heard and saw the teachers teach and examine, but I myself also examined the various classes, and taught several subjects in them. In the course of my inspection I paid, however, particular attention to the three R's, from the deep con-

viction that reading, writing, and arithmetic must, in the language of another, "ever continue to be the main strands in the cord of elementary knowledge,—the sides of the triangular basis of the pyramid of education," given at our Public Schools. In regard to this greater than Delphic tripos, I endeavoured to draw the attention of the teachers of the lower classes to the three following considerations.

Anent Reading :

I. There should be a uniform standard of pronunciation.

Anent Writing :

II. There should be a uniform method of holding the pen and forming the letters.

Anent Arithmetic :

III. There should be a thorough drill in the simple and compound rules.

It would have been easy for me to have given a full analysis of the work of the whole Schools, but this is unnecessary. From year to year a tabulated register of the attendance of the scholars is kept, so that we are enabled from year to year to compare results. The principal, every quarter, gives a statement to the trustees, of the attendance, &c., of the scholars. I attend many of the trustee meetings, and give my advice when asked.

In regard to the certificates held by the teachers under me, I find that five of them are first class County Board certificates, and five of them are Normal School certificates. I hope the time is not, however, far distant, when the Normal School, or perhaps School of Ontario, will send out a sufficiency of efficient teachers for all the Schools in this Province. It is hoped too, that the recent attempts which have been made by the Chief Superintendent, Dr. Ryerson, to raise the status and profession of teachers will be more and more successful, and that nothing will be done by spleen and party spirit, to injure the working, and deface the beauty of that goodly School system of Ontario, whose foundations he so prudently laid, and whose superstructure he so successfully reared. Let all combine, inspectors, teachers, trustees, parents, and legislators, to be the benefactors of their own country, by promoting the Public Schools—the trunk of the tree of knowledge,—for in the language of the Roman orator, "What greater or better boon can we confer upon our country, than to teach and instruct the youth thereof?"

TOWN OF CLIFTON.

Rev. George Bell, LL.D.—*The School Lot* consists of one acre of land, about half a mile from the business centre of the town and apart from other buildings. It is held by a freehold trust-deed.

School House. A two-story brick building, 48x30 feet, erected in 1857; in good repair, built by funds provided by the Town Council, lighted with high windows in front and on each side; warmed by three coal stoves; *not much special provision for ventilation.* No class rooms are provided for separate instruction of part of the children.

Lobbies, &c. For the Senior Department, there is a room for girls and a small lobby for the boys, for hats, &c, and a closet for books and apparatus. For the Junior Department, there is only a small lobby, and much inconvenience is felt for want of more room for hats, &c, and also for want of a press for books, &c. For the Primary Department no convenience exists except a few nails in the entry.

Seats and Desks. The Senior and Junior Departments are mostly furnished with seats and desks combined, each seat being intended for two: a portion of the desks have separate chairs. The Primary Department has small benches only. No special accommodations are provided for the teachers.

Play Grounds. These occupy the whole space on each side of the building; the ground being clay, the space between the building and the street is covered with gravel.

Gymnastic Apparatus. None provided.

Well. There is a well at the back of the coal shed.

Fences, &c. The back part of the lot is divided by a close fence, and on each side of this fence at the extreme rear are three *privies*. The lot is well fenced with an open paling; and trees have been planted, but owing to the hardness of the soil, they make little progress in growth.

School accommodation. The school rooms are as follows:—

Senior, $28 \times 34 = 952$ square feet on floor.

Junior, $28 \times 34 = 952$ “ “ “

Primary $12 \times 17 = 204$ “ “ “

All 12 feet high, 11·424, 11·424 and 2·448 cubic feet of air.

Senior, 9 square feet space for 105 pupils, 11·424 cubic feet = 100 each for 114.

Junior, the same.

Primary, 9 square feet to 22 pupils: 100 cubic feet to 24.

Means of Instruction. The authorized text books are used in all subjects. The school is well supplied with maps, tablets, blackboards, mechanical charts, &c, but not well supplied with globes and apparatus. There are no cabinets of specimens of any kind. An addition of a globe, maps and charts, &c, has just been ordered.

Organization. The classes have hitherto been arranged into five divisions on the basis of the readers, and divided into three Departments, each in charge of a teacher; having separate rooms and separate Registers. *The Primary Department* includes the pupils in the first and second parts of the First Reader, and is taught by a female assistant, holding a First Class, C. county board certificate, salary, \$144. *The Junior Department* includes the pupils in the Second and Third Readers, and is taught by a female assistant; holding the highest grade of county board certificate, salary, \$250. *The Senior Department* includes the pupils in the Fourth and Fifth Readers, and is taught by the head master, who holds a county board certificate of the highest grade; salary, \$550.

Discipline. Hours of attendance, 9 to 12 and 1 to 4. Usual ages of pupils, 5 to 18. Pupils *change places*, and are marked according to order of merit at the close of each lesson. *Distinction* depends on “mixed estimate.” No other records of standing are kept except the numbers entered on the class roll at the close of each lesson. *Corporal punishment* is used when considered necessary;—but very seldom;—never inflicted privately—inflicted on the hands with a cane. In difficult cases the assistants refer to the head master. Some other punishments are used; such as writing a number of lines, and deprivation of play.

The Registers, are regularly kept, and the attendance is reported to the trustees quarterly.

Religious Exercises. The school is opened with reading the Scriptures and prayer, and closed with prayer, as provided in the regulations. The Ten Commandments are taught, but no separate religious instruction is given.

Modes of Instruction. Simultaneous generally: sometimes mixed. So in all the classes: partly mingled with individual teaching in all. It is the great object of the teacher to pursue the *intellectual method*, in all cases. The *rote method* is used in acquiring definitions. The *interrogative method* is used extensively. *Attainments* are tested both by oral interrogation, and by written abstracts.

Attainments of Pupils. 1. Reading. Some with ordinary facility, and some with ease and comparative elegance. 2. *Spelling*, correctly and giving the meanings. 3. *Writing*. Some with ordinary correctness, and some with ease and elegance. 4. *Drawing*, Linear, maps, &c. 5. *Arithmetic*. Great variety of acquirements. Some ready and skilful in the various rules, but many are not. 6. *Book-keeping*. Taught to the end of the text book. 7. *English Grammar*. Various grades of proficiency. Some well up, others very backward, especially in the lower classes. 8. *Composition*. Grammatical structure of the language taught by frequent practice in writing, and by critical reading and analysis. 9. *Geography and History*. Taught as prescribed in the official programme. 10. *Morals, &c.* Taught hitherto by deductions from historical or other lessons, and by application of lessons selected from, or suggested by the works of Nature; the teachers being careful to turn unusual occurrences to account in this respect. 11. *Algebra and Geometry*. Only three pupils in these subjects. Taught as far as Fourth Book of Euclid, add quadratic equations in Algebra. Practised in Euclid in demonstrations without the use of letters or marks on the diagrams to avoid anything like rote. 12. *Natural Philosophy, &c.* Some lessons given without text book by means of charts, chemistry, botany, &c., have been recently taught as far as contained in Dr. Ryerson's Agriculture. Apparatus very limited; about 30 pupils. 13. *Music*. Some singing practised in the Junior and Primary Departments, principally in the latter; but no regular teaching of vocal music.

Miscellaneous. 1. No pupils sent to the High School during the year. 2. *Visitors' Book* and *Registers* kept, as required. 3. *Journal of Education* regularly received by the trustees. 4. Pupils examined and classified. Examinations held twice a year. 5. No prizes given. Merit cards not yet introduced; to be used after the new year. 6. No library connected with the School. (The Town Council has a small library, kept according to the regulations, by the town clerk. The books are getting out of repair.)

Arrangements are in progress for introducing the additional subjects and text books, required by the new regulations, in January next.

Wants. The principal present wants of the School are (1.) A shed, or covered space for play in wet weather; (2.) Some outside gymnastic apparatus for exercise, along with swings, wooden bricks, &c., in the shed, for the younger pupils; and, (3.) Some addition to the apparatus for teaching; the last will be tolerably well supplied by the articles recently ordered.

Programme of Studies. The teachers found serious difficulties in applying the programme to the existing organization of classes. The classes having been arranged on the basis of the reading books, it is found that many pupils are not as far advanced in grammar and arithmetic as they should be in the class to which their reading entitles them. It would be an ungracious thing to put them back from the Fourth Class to the Third, and from the Third to the Second. In addition to this, there is a strong feeling on the part of many parents against having their children study any new subjects, which they regard as new-fangled notions of the teachers and the inspectors; and sometimes it seems very difficult to convince surly persons to the contrary, even with the printed regulations in one's hand. Some months ago, I advised that no change should be made in the existing classes, but every effort should be made to work them up to the required standard: and further, that in future, no promotions whatever should be made, except in strict adherence to the requirements of the programme. As after the new year, the Fourth Class will probably have to be separated into two divisions, and a Sixth Class will have to be formed out of the Fifth, I am in hopes that during next year we shall be able to bring the classification into full accordance with the programme.

Note respecting Geometry. The requirements in this branch seem very low in the programme. While I would not wish to have this compulsory on every pupil, I think there should be an opportunity afforded for all the pupils in the Fifth Class to study the first and second books of Euclid, and for those in the Sixth Class, to study at least the third and fourth, if not the fifth and sixth books.

TOWN OF GUELPH.

Rev. Robert Torrance.—1. There is no Central School, although the desirableness of such an institution has been for years, at different periods, under discussion by the Board of Trustees, and has been the subject of frequent conversation among the ratepayers. About twenty years since, an acre of ground was purchased with a view to such an erection, not by the Board, but by private parties, who were understood to be willing, and who declared that they were at any time ready to transfer it to the Board when they were prepared to proceed with a building. Ultimately it was so transferred, but as there arose a difference of opinion among the members regarding the efficiency of the Central School system, as at the time it was only a matter undergoing experiment, and as from some towns in which it had been adopted unfavourable reports of its working were received, it was decided to abandon the intention of introducing it into Guelph, to dispose of the land designed for the building, and to apply the proceeds in erecting some Ward Schools. These, it was thought, would be more convenient, as they would be more accessible in a town whose limits extended more than a mile from its centre. One was accordingly built in the South Ward, and two in the West, each of them with two rooms. One already existed in the North Ward and one in the East, but to the former an additional room was built, as the increasing school population required. A short time ago the project of a Central School has been revived, part of the ground originally held for the purpose has been re-purchased, and other adjoining property has been secured. Advertisements for plans have been published, in answer to which fifteen plans have been sent in. One of these has been selected, and application has been made to the Municipal

Council of the town for thirty thousand dollars (\$30,000), to be expended on a house capable of accommodating one thousand children. It is expected that the work will be begun early next year, and carried forward to completion with all due despatch.

2. Soon after the erection of the Ward School-houses mentioned above, it was again found that there was not sufficient accommodation for the children of the municipality. It was also resolved that some endeavours should be made to give the Central School system a trial, although it should be only an imperfect one. With this view a large building, which had been originally erected for a wholesale warehouse, was leased for a term of three years and fitted up with the requisite school furniture. Five teachers were employed in it (during the third quarter of this year there are six), the South Ward School being closed and the one in the East Ward also, the latter having been long before found to be very unsuitable, owing, among other reasons, to its closeness to the passenger station of the Grand Trunk Railway.

3. The present school accommodation is then as follows :—The large building referred to above, in which six teachers are employed ; the North Ward School, with two teachers ; the Primary Girls' School, in the West Ward ; and the Senior Girls' in the same Ward, each having two teachers, The East Ward School has been abandoned, and indeed, allowed to go to ruins.

4. During the last fifteen years the Schools have been graded. The scheme of gradation has been changed twice in that time, and a third change has just been introduced, rendered necessary by the recent School Act, and the programme of study prepared by the Council of Public Instruction, and published in the *Journal of Education* for July last. In my second quarterly report for the current year, I brought the subject under the attention of the Board, having felt myself called to do so by the change made in the authorized text-books. Before, however, any action was taken the programme had been issued and the scheme arranged according to it, except in one particular for which I could not provide at the time, but which can now be satisfied, as the Board have employed another teacher in the Public Schools, or rather transferred one from the High School who will take the *sixth* class of the programme.

5. The first class of the programme has been divided into three departments, one comprising the first part of Book I ; in reading, spelling from the book ; in arithmetic, Arabic and Roman notation from one to nine ; and to read and write one period ; with object lessons, linear drawing on slates, and simple songs. In the large building which we usually call, for the sake of distinction, the Central School, this department is under the charge of one teacher. A second department comprises those reading in the second part of Book I. In spelling they are taught from the book, and in arithmetic, the elementary principles of notation, the multiplication table, and reading to three periods of figures are taught. In writing they are instructed to form small letters on slates. Lessons are also given them on common objects ; and on the cardinal points of the compass, as an introduction to the study of geography. Drawing on slates and vocal music are also taught. In the centre building this department also has its own room and teacher, but sometimes children have to be removed from the first department to her care, to relieve the other teacher and prevent her room from being overcrowded.

A third department embraces those who are reading in Book II. Their course includes spelling from the book ; the formation of capital and small letters in writing (slates) ; in arithmetic the simple rules ; natural history ; map definitions and notation in geography ; with linear drawing and vocal music. This department has been placed in the meantime under the charge of the teacher of the second class. He has not yet been able to give the prescribed instructions in natural history, except in the way of conversation as he has not procured object lessons. These have been ordered by the Board, and, in all probability, will have arrived before this report reach the Education Department.

The second, third and fourth classes are arranged according to the programme, only the teacher of the third department of the first class has the second class also.

The fifth and sixth classes we have been obliged to put under one teacher, but this arrangement will be changed under the resolution adopted by the Board at their last meeting :—" That a school be immediately opened in the South Ward School, for teaching the higher branches of English, and that Mr. Porter be removed from the High School and placed in charge of the same."

6. In the North Ward School, the first, second, third and fourth classes are taught by two teachers, but when *girl* pupils are qualified to enter the fourth, they are promoted to the junior department of the Senior Girls' School. In the West Ward Primary, the first three classes are taught, and promotions are from it to the fourth class in the Central School, or the junior department of the Senior Girls'. In this school the assistant teacher takes her pupils through the course appointed for the fourth class, and the principal through those prescribed for the fifth and sixth classes.

7. Since the union of the Grammar and Common School Boards of Trustees, in 1856, the local superintendent was required to examine all the Public Schools of the town once a quarter, and promotions used to be made from the lower to the higher forms at these examinations. Two years ago it was agreed to make the promotions half-yearly, namely, at the spring and autumn, and this has been found to answer a better purpose, as pupils qualified to pass at the end of the second quarter had, before the end of the midsummer vacation fallen back considerably in their attainments; and it was thought that when the promotions were quarterly, teachers were under temptation to bestow chief attention on the promotion class, and thus injury was done to those who were not enrolled in it. No promotions were allowed but those made by the authority of the local superintendent, who thus, in addition to his own peculiar duties, had to discharge those of the principal of Central School; but these two last years the promotions for which he is immediately responsible are those to the Senior Girls' School, and the highest department in the Central School, while he also pronounces those whom he considers qualified in the latter to enter the Grammar School. Still, in the Central School no pupils are advanced from one department or class to another without his direction and examination, although teachers in the other Schools may, and are expected to, grade their pupils according to their progress, but not to promote from one class to another.

CONDITION OF THE SCHOOL-HOUSES, ETC.

Primary Girls School.—The building in which this School is held is of stone, and was erected in 1864. It contains two rooms and stands upon a lot of a quarter of an acre, properly fenced in with a picket fence on two sides—those facing streets, for the lot is a corner one—and a board fence on the others. The property is freehold. Outhouses are on the premises, separated from each other by a woodshed, but under the same roof. There is no well, and the scholars have to procure water from the well of a neighbour. So far as I could ascertain upon enquiry, no objection was made to this by the neighbour. The room occupied by the head teacher is capacious, being 51 ft. by 33 ft., with a high vaulted ceiling. The seats and desks are of the modern style of furniture, but made so as to accommodate four children. There is a large stove, sufficient to warm the room on the coldest day. On the walls are maps of the Eastern and Western Hemispheres; of Europe, Asia, Africa and America; and an engraving of the steam engine.

North Ward School.—The School-house in the North Ward belonged at first to the township, but as the boundaries of the town were enlarged, it became town property and was transferred to the town Board of School Trustees. The building is of stone, freehold, but a few years ago an addition, rough cast, was made, that there might be adequate accommodation for the children in the Ward, and the services of an assistant-teacher were engaged. The lot is well fenced, close boarded, except in front, which is picket. The room occupied by the master is 40 ft. by 30 ft. and about 12 ft. in the ceiling. It is furnished with seats and desks in the recent style. There is one black-board painted on the wall. There are maps of the Continents, one of each, and of Canada; with a large engraving of the comparative size of animals. On the premises there is no well, water thus having to be procured from a neighbour's pump. There is an outhouse for each sex, both, however, under the same roof, but separated to a small distance from each other by a woodshed intended for kindling wood, and not surrounded by a fence. The outside premises were in a very disorderly state, the wood lying scattered about, instead of being collected into a pile; one of the gates would not fasten when shut, and another was sinking on its hinges. I pointed out these and some other matters of a similar kind to the master, and urged him to maintain order and neatness; to point out to the chairman of the School Property Committee any repairs that were needed; to regard himself

gates are out of repair and windows broken. The deficiency in apparatus will be remedied to some extent, when the articles ordered from the Education Depository have reached, but scarcely a single School has a visitors' book. These and some other matters should receive the attention of the Board, and means be taken to place our Schools in a more satisfactory state in the points indicated."

In a subsequent report the Inspector says:—

"Almost all the Schools are supplied with the articles necessary for imparting the instruction prescribed by the Council of Public Instruction, under the School Act lately passed by the Provincial Legislature. Complaint must still be made of the inadequacy of the School accommodation, although we must not forget to mention that the Board was willing to proceed to the erection of a large and commodious Central School, had not obstacles been thrown in their way by the refusal of the Government to allow the Town Council to issue debentures for the amount required. Some of the School premises are not kept so clean and orderly as they should be, leading one to suppose that teachers did not feel their responsibility, nor the importance to the children of having all about the School-house neat and tidy. At the Central School building there was an offensive effluvia, betraying want of attention on the part of the care-taker, who dwells on the premises."

From the monthly reports which have been read to the Board from the Inspector, it appears that while the Primary Departments are overcrowded, rendering the services of another teacher indispensable, the more advanced departments are but thinly attended. The Inspector is not prepared to say to what cause this is owing. He does not think that all the children who have attained the length of the third and fourth classes, who are withdrawn from our Public Schools, are kept at home, or put to business, although he is aware that the latter is the case with some of them.

An important object is being served by the issue of the weekly reports and honour cards, which has now been in force for some time. Might he suggest the propriety of having merit cards, one of which would be equal in value to so many honour cards; and that a certificate should be given annually, or semi-annually, to the pupil in each School who had lifted the greatest number of these merit cards.

The Inspector thinks that, on the whole, the state of the Schools is satisfactory, although he hopes that the teachers will evince an increasing ambition to raise their respective Schools to a still greater state of efficiency, and that in this they will be countenanced by parents and guardians, as he has no doubt they will by the members of the Board, of whose disinterested efforts for the progress of education in the town he can speak from years of personal knowledge.

TOWN OF BERLIN.

Thomas Pearce, Esq.—This is a School of six departments, conducted on the "central" principle. There is also a department in which the German language is exclusively taught to pupils, who come in from the English department for not more than an hour-and-a-half each day. The *School-house* is a large two-story brick building, standing in the centre of an enclosure of about three acres in extent. The space between the street and front of the School-house, contains about one acre and-a-half, bisected by a plank walk twelve feet wide, extending from the street to the front door. The ground on each side of this walk is tastefully laid out with flower beds here and there, and shade trees planted closely round the borders. This part of the School-ground is not made use of or trespassed upon by the pupils, unless when assisting to trim and cultivate it. That portion of the ground in rear of the School is the scholars play-ground. The out-premises and well are all that could be desired. The condition of the in-door premises, it would be difficult to surpass in neatness and order. The rooms have high ceilings and are well ventilated. The hat and cloak rooms are neatly kept. In every room will be found a time-table, rules for pupils and a clock. There is a large library, at present not made use of owing to many of the books being out of repair, a large and excellent supply of maps and apparatus well cared for and in good condition, and in short the School property generally is in a very satisfactory condition indeed.

TOWN OF CHATHAM.

The Rev. A. McColl,—The town of Chatham is divided into three wards, the Eberts Ward, the Northwood Ward, and the Chrysler Ward. There are five buildings erected for School purposes. In the Eberts Ward, are *two* Schools—the *Central School* and the *Princess Street School*. In the Northwood Ward, are *two* Schools, the *North Chatham* and the *Payne Schools*; and in the Chrysler Ward, there is one School, the *Chrysler Ward School*.

The Central School (brick,) was erected in 1851, and cost.....	\$7,755
The Princess Street School (frame,) was erected in 1853, and cost	1,600
The North Chatham School (brick,) was erected in 1869, and cost.....	2,735
The Payne School (brick,) was erected in 1869, and cost	1,800
The Chrysler Ward School (brick,) was erected in 1871, and cost	4,121

The buildings were all erected from municipal funds, at the disposal of the Town—inclusive of proceeds from the sale of School lands.

The Central School, the North Chatham School, and the Chrysler Ward School, are *two storied* buildings; and the two remaining are *one storied*.

The area of the grounds attached to each of the Schools respectively, is as follows :—

To the Central School	4,000	square yards.
“ “ North Chatham School	1,733	“ “
“ “ Payne School	4,444	“ “
“ “ Princess Street School	5,302	“ “
“ “ Chrysler Ward School.....	4,166	“ “

Stoves are used to keep the rooms warm. There are lobbies or closets in all the Schools for bonnets, hats and cloaks. In two Schools only, is there a book press. In the Princess Street School, the desks and seats are of wood; but in all the rest the frame work is constructed of iron. The seats are arranged parallel to one another, and to the wall. There is a well attached to each School-house; and, two out-houses for persons of different sexes, as places of convenience. The premises are all protected by picket fences, and shade trees are planted within the enclosure.

I have not been able to ascertain the exact number of children of School age in town. Provision is made for the accommodation of 1,225 children, which is a much larger number than has been registered; but the number registered has ever been much higher than the average attendance. The required space for each pupil has been allowed in the construction of the School-rooms.

The authorized books are used in all the Schools; all the Schools are suitably provided with black boards, maps and tablets. There are but *two* Schools furnished with globes, or cabinets of any sort

The pupils are arranged in classes according to their standing, and with the exception of a few cases, each child is taught by the same teacher.

There are no assistants employed. The hours of attendance are from 9 a. m. till 12, and from 1 p. m. till 4 p. m. The youngest children leave at 3 p. m. The usual ages of the children in the higher classes are from *ten to sixteen*; but the majority are from *seven to twelve*. The children take places; and they occupy the places assigned to them according to their respective marks. Distinction depends chiefly on intellectual proficiency. Corporal punishment is rarely resorted to, and when inflicted, it is in public.

The method of instruction is partly simultaneous, and partly individual. The attainments in the lessons are tested in the daily recitations, and quarterly examinations, by individual interrogations. The quarterly examinations last about a week; and they are conducted by the Inspector, who communicates the result to the Board. The higher classes read for the most part with ease and precision. In writing, geography, grammar and arithmetic, their attainments are respectable. There are but *two* Schools, the Princess Street (coloured,) and the Central, in which book-keeping, algebra, geometry, the elements of natural philosophy, chemistry, &c., are taught. In the former School, the progress made in these subjects has been recently only moderate. In the latter School,

the progress made by the pupils of the highest department has been very great. In Natural Philosophy, the number of pupils has been fifty-two, and the same in Geometry and Algebra. Thirteen or fourteen are studying Trigonometry; and twenty-three are proficient in Book-keeping. During the latter part of the year, the pupils had not gone beyond the third book of Euclid; but in the previous part of the year, some had been in the sixth book. In Algebra, they are in quadratics. There are only two Schools where vocal music and linear drawing are taught, with respect to them much cannot be said. There has been a commencement, which is encouraging.

Twelve or thirteen pupils were sent during the year to the High School. A visitors' book and register are kept in each of the Schools. The *Journal of Education* is received by the trustees. The pupils are examined on admittance, as prescribed by the regulations. Prizes have not been awarded by the Board of Trustees for a number of years; but occasionally they have been given by private individuals. There are two libraries; one in the Princess Street School, and the other in the Central. In the former School, there is not much interest taken in the books, and the library is very small. In the Central, there is what may be called the remnant of a library; it was never very large, and the books are nearly worn out. The Board of Trustees agreed in December last, to appropriate the sum of \$100 for the purchase of books. When the books arrive, they will be a welcome addition to the books already on hand, a stimulus to the acquisition of knowledge, and contribute to the mental culture and moral improvement of the children attending the Schools.

The course of studies and method of discipline prescribed according to law have been introduced and are pursued in all the Schools. The changes caused by the programme were in some respects great, and involved inconveniences; but these were only temporary, and had respect, chiefly to pupils, who had made great proficiency, for instance in Arithmetic, but were defective in Grammar. Pupils coming from the rural Schools into town, suffered most inconvenience from this cause. I strongly urged the propriety of beginning at once and adhering rigidly to the course prescribed. It may take some little time to become familiarized to the course and method of studies prescribed; but the discipline of the year will be an excellent preparation for the duties of 1872. I consider that some such system was a desideratum, and that the condition of the Public Schools, at the close of 1872, will be such as to place it beyond all doubt, that the change was a great public benefit.

TOWN OF COLLINGWOOD.

The Rev. Robert Rodgers.—In the Town of Collingwood, the number of buildings used for Public School purposes is two. The building in the centre ward is a frame building, two stories high. The upper room, which is occupied by the head master, is 32 by 50, having 1,620 feet square on the floor, and a capacity of 22,680 cubic feet, and never occupied by more than a hundred pupils. There are eight large black boards, and the School is well provided with maps, diagrams, globes, terrestrial and celestial, an orrery, and other necessary apparatus.

There are two rooms below, large and commodious, there being two wings to the main building, one at each end. The sitting-room and the required space for air are equally satisfactory. The building is heated in the usual way, by means of common box stoves, and the only mode of ventilation is by means of circular tin ventilators, inserted into some of the windows. The School-ground has an extent of half-an-acre; there is a good well, separate play-grounds for boys and girls, and suitable accommodation for pupils of both sexes. Were the ventilation improved, by the introduction of Ruttan's improved stoves, everything, as far as the building is concerned, would fully meet the requirements of the law.

The second building is in the east ward, and is one story only. It is also a frame building, 26 by 50, and is divided into two rooms. The accommodation and capacity of these rooms is amply sufficient. They are lined on every side with black boards, well furnished with maps and tablet lessons; and though not seated in the most modern style, the arrangement in this respect is comfortable. The school-ground is an acre in extent, and contains separate play-grounds and suitable conveniences for both sexes. There is no well on the grounds, but water is obtained conveniently. The property in both cases is freehold. The building in the centre ward is seated in the most approved style, having only two pupils at each desk.

The discipline is good, and enforced with promptitude and perseverance. The usual hours of attendance are strictly observed, except that some of the smaller children are sent home at recess, both morning and afternoon. In the senior department, which is very efficiently conducted, a regular system of merit marks is established, and persistently carried out. In the other departments, they take places in class, of which some record is also kept. No pupil is admitted after the bell has ceased ringing. The doors are locked for half-an-hour.

TOWN OF INGERSOLL.

The Rev. Peter Wright.—Notwithstanding a few drawbacks, and a few discouragements, I have the satisfaction to report very decided progress on the whole.

One serious obstacle, in the way of realizing still more satisfactory results during this year, has been the lack of sufficient accommodation for the children in attendance. The effect of the Free School clause in the new Act was to crowd the junior divisions immediately after the Easter holidays, to almost double their proper number. No provision being made for relief by lateral pressure, the result was an upward pressure, effected by a kind of pseudo-promotion, extending to the head-master's room, thereby crowding every room in the School. The Board of Trustees nobly set about the task of remedying this evil by erecting additions to the central building, in the form of two handsome and commodious wings, containing four rooms in all. Two of these rooms are already occupied, the other two will be ready by the end of May next. To carry out strictly the official regulations regarding the number of pupils for each, teachers would require three of the four new rooms to be occupied now, and as soon as spring opens up, probably all four. Our School buildings are situated in only two different parts of the town, the *central School-house* near the centre of the main or business part of the town, and a ward School on the other side of the river. The latter consists of only two rooms, and we now talk freely of erecting a new building there, containing at least four class-rooms. This will probably be done next summer.

I regret to say that, on account of deficient accommodation, and other causes, we were unable, during the year that has expired, to conform entirely to the programme and limit tables published by the Department. We wish to shape matters so as to have the several rooms in, at least, the central building, coincide with the several classes or forms which the programme supposes. This cannot be fully attained earlier than next June, though, even now, we are keeping the programme in view, as an ideal towards which we are progressing, and which, in many of its features, is already realized.

It will be an easy matter for a School like ours to conform to the published programme, as we have a sufficient number of teachers to perform the work that must be expended on the various *classes*. Yet I cannot see how the regulations can possibly be carried out in rural sections, or in villages, where there are only one, two, or even three teachers.

With respect to the apportionment of the teachers' time among the several subjects taught, I think some such model as that which you have published is excellent *as a guide*. But if a teacher has not skill or ingenuity enough to adapt it to the condition and circumstances of his School, then I fear that ready-made time tables, and stringent regulations, will not save him from being a failure.

Our School here was never free until the *new Act* of '71 was passed and the effect of the *Free School Clause* was very marked. Immediately after the *Easter holidays*, the rooms were crowded to excess, and had there been more accommodation, it would have been readily made use of. During the month of June, the number of pupils attending one of the lower rooms was 140, and the average attendance, 104—all children of from five to seven years of age. I am of opinion that, with the more comfortable and commodious accommodation we have in prospect, and with the "*Free School Clause*" in operation, *all* this year we shall be able to report, at the end of the current year, a still larger proportion of the School population in actual attendance.

As a rule very good discipline is maintained in our Schools, and corporal punishment is comparatively rare. Only two cases of suspension are reported for the year, and in the whole matter of School government, things have been reasonably pleasant. Previously to my assuming the office of Inspector, a rule was in force by which admittance was refused to all pupils who presented themselves after the exact time of opening mornings and afternoons. On making myself acquainted with the working and effects of this rule, I found that in

some cases it amounted to a real hardship, and that this hardship to the *few* was not the price by which a corresponding good to the whole was purchased, while to some of the wilder and less studious boys it held out fresh inducements to come late in order that they might in this way obtain a half-holiday. I got this rule abolished, or at least suspended, on the understanding that each case of unexcused tardiness should be dealt with like any other breach of law and order. Keeping the *recess* from those pupils who are late has been found to work well, and fewer come late now than when the more stringent rule was in force.

In conclusion, permit me to express the belief that the new School Act will prove a great blessing to the Schools of this Province, and that, under the faithful carrying out of its enactments and provisions, results may be expected still more cheering than those that past years have yielded. The present regulations, with such modifications as time and experience only can suggest, are, if administered with fidelity, well fitted to carry the Schools of our Province to almost any assignable point in the scale of efficiency and of progress towards perfection. The Schools being now free, there is no longer any excuse for children wandering idly through the streets, undergoing a training in those vices and crimes of which ignorance is the fitting and prolific parent. A wrong is inflicted on the community when a child is allowed to grow up in ignorance, inheriting all the privileges of a free man, yet destitute of that mental culture and discipline indispensable to their safe and proper exercise.

TOWN OF PARIS.

The Rev. Thomas Henderson.—I have the honour to report that I have visited and examined all the Paris Public Schools, during the past half year, in the following order:—

King's Ward School.—In this School there are two departments, under two teachers, in separate rooms. In the First Department (1st Book) there are 107 pupils—54 girls and 53 boys. In this department, there was marked improvement in respect to order. In the Second Department (2nd Book) there are 67 pupils—27 girls, and 40 boys. Satisfactory progress had been made, especially in Arithmetic.

The South Ward School has 79 pupils—39 girls, and 40 boys. (First Book)—Spelling, Reading, and Mental Arithmetic, good. Order of the School satisfactory.

In the *Union School*, there are three departments—Primary, Junior, and Senior. In the Primary (Second Book) there are 91 pupils—42 girls, and 49 boys—in two divisions. The pupils showed considerable proficiency in the various exercises, but especially in arithmetic. In the Junior Department (Third Book) there are 131 pupils—73 girls, and 58 boys. Progress was apparent, especially in arithmetic and geography. Reading, good. Dictation exercises were, in respect both to writing and spelling, highly satisfactory. The teacher of this department has laboured under disadvantages, owing to the crowded state of the room, an evil which will, I expect, be speedily remedied. In the Senior Department, there are 159 pupils—63 girls, and 96 boys—under two teachers (male). In the First Division (Fourth Book) there are 48 girls, and 78 boys. In the Second Division (Fifth Book) 15 girls, and 18 boys. The writing of many of the pupils is excellent. Reading, in respect to expression, good. The examinations in English grammar and in arithmetic, were especially satisfactory.

In all the Schools, the Regulations of the Education Department, in respect to order, books, and programme of studies, are, I have reason to believe, faithfully carried out. Improvement has been made in respect to School accommodation in King's Ward. A new school-house is, however, required, and I trust that, ere long, one will be erected. The appointment of a second male teacher in the Senior Department of the Union School has greatly advanced the interests of education here. I trust that, in the coming year, the staff of teachers will be still further increased.

TOWN OF STRATFORD.

The Rev. E Patterson.—The Public Schools of this municipality are conducted in two separate buildings, situated in the centre of the town, and about sixty yards distant from each other. The principal building, which is of brick, and contains two stories, was erected in 1855, from funds raised by taxation on the property of the town. Its total cost was

\$8000. It stands upon a site of one quarter of an acre, granted by the Canada Company' and vested in the trustees. There are 5 School-rooms, of which 4 are 30 feet square, and the fifth 28 feet by 24. The ceilings are 15 feet in height. The premises are fenced, and a few shade trees are planted in front, but no play-ground is provided. The desks and seats are properly constructed and well arranged. Each teacher is provided with a desk on a raised platform.

The other building is the old Presbyterian church, which was leased for a term of years. Several changes were, of course, made in the interior. It is divided into two rooms, each measuring 43 feet by 14, with ceilings 17 feet high. The seats are not suitable for a School, being long benches with backs, but without desks in front. These defects, however, cause but little inconvenience, as only the younger children are taught in this building. There is a large play-ground in the rear, and the premises are fenced.

Each building is provided with a well, and with proper conveniences for private purposes. The hats, cloaks, &c., of the pupils, are hung upon hooks fastened to the walls of the several rooms. There are no class rooms for the separate instruction of part of the children. The School-rooms are well warmed and lighted, but the ventilation is defective. Ample room is provided for the usual attendance, allowing 9 square feet for each pupil; but there is not adequate accommodation for all the children of School age residing within the municipality. To the deficiency in this respect I have frequently directed the attention of the Board of Trustees.

The authorized text-books in the various subjects of study are used, and there is a very good supply of maps with the exception of those of the World, America and Canada. These, however, will be furnished in due course.

The new programme of studies is carried out as fully as possible. The exceptions are Natural History and Christian Morals.

It will be observed that there are only four classes under the new Programme, in the Public Schools here. As the special subjects of the fifth and sixth classes are taught in the High Schools, I imagine that these subjects will but rarely be taught in the Public Schools, at least in a town in which, as is the case with Stratford, a High School is in efficient operation, and is taught by a gentleman of acknowledged ability.

TOWN OF ST. MARY'S.

The Rev. D. Waters, LL.D.—In presenting my Report for the years 1871 and 1872 until the 30th June, I shall take up the several subjects in the order in which they are mentioned in the instructions to School Inspectors.

Buildings—In this town there is one central School, built of stone, containing four spacious and well-ventilated class-rooms, and one small room which does not contain the necessary space. There is also a small ante-room, used partly as a cloak-room and partly for a library.

The central School is devoted chiefly to the High School and to the higher classes of the Public Schools, but in two of the rooms junior classes are also taught.

In connection with this branch of the School there is a spacious, well-fenced play-ground, well, and other conveniences.

There are also three ward Schools—more properly primary Schools. One of these is a stone building, containing two good class-rooms tolerably well furnished. There is a well and other necessary conveniences, but the play-ground is *unfenced*. Pupils in the first, second, third, and fourth reading books are taught here. Both this and the central School are the property of the Board.

The remaining ward Schools are rented buildings, and not at all suitable for School purposes. One of these, that in the South ward, is a miserable room, poorly furnished, and *immediately over the police cells* of the town. It stands in an open field, or rather what appears to be an old quarry. In my opinion it is a standing disgrace to the town. Pupils in the third and junior fourth books are taught here.

In the remaining ward School—that in the North ward—there are two rooms, small and not very well furnished. The play-ground is fenced and sufficiently large. The pupils in this School are taught in the first and second books.

Text Books—The authorized text books are used in all branches of the School. Black-

Classification.—Both before and after the passing of the School Improvement Act it has been my aim to see that a proper system of classification is adopted. This, to some extent, I had succeeded in accomplishing before the new School Act came into force. Since the passing of the Act that part of my work has been very much facilitated. The system of classification recommended in the "Regulations" is substantially adopted. No pupil is now transferred from one class to another unless found qualified for promotion. Still I find some difficulty in carrying out the recommendations which I have suggested to the Board for the better management of the School, especially in regard to the transfer of pupils from one department of the School to another. The consequence of this is that in one classroom in the West Ward School one teacher has an average attendance of from 75 to 90 pupils under her care. Had my recommendation been adopted—to transfer all the fourth-class pupils to the central School—this room could have been relieved of its excessive numbers, and the School would have been rendered much more efficient.

Prizes, Lectures, &c.—Prizes have been given annually to those pupils who have specially distinguished themselves. For the last two years prizes have been given to the successful competitors at a public meeting held in the Town Hall. On these occasions I delivered my annual lecture on some subject connected with the general educational interests of the country. My last lecture was mainly taken up with explaining the leading features of the new School Act. The meetings were largely attended. I think that the general effect, both of the prizes and lecture, has been helpful to the interests of education in this place.

To June 30th, 1872, from Public Schools in town.....	11
" " country	6

Total 17

The new Act has also been the means of vastly improving the position of the teachers. As a member of the Board of Examiners for this County I am able to speak decidedly upon that matter. The teacher who obtains a certificate feels that he has earned it fairly, and boards of trustees are gradually discovering that higher qualifications mean a higher remuneration for the teacher. Under the influence of the Act the inefficient and incompetent are being gradually set aside, while the efficient teacher is held in higher estimation, and receives a larger salary.

Rev. George Cuthbertson.—Special report of the Inspector of Public Schools for the Town of St. Thomas for the year 1871.

(a) Freehold. Brick, two stories, divided into four rooms, 23 by 37, in pretty good condition; warmed by a large stove in each room; poorly ventilated by the lowering of windows. The upper lobby used for the second division. A large hall on the ground flat for hats, &c. Small benches, arranged for two pupils each, in all of the rooms, except the two smallest divisions. An ample provision is made for play-grounds, with varied apparatus for gymnastic exercises. A well, and proper conveniences for private purposes of both sexes. The premises are properly fenced, and shade trees are planted. The cost of the building was about \$11,000.

In addition, the old frame building, formerly used as a Grammar School, is occupied by the fourth division of the Public School. And part of the hall occupied by the Sons of Temperance is used by the primary division, and, owing to the sudden increase of the town, is uncomfortably crowded. It is the intention of the Board, as soon as possible, to erect Ward Schools.

(1) There is not anything like adequate accommodation for all children of school age, there being now 587—283 boys, and 304 girls.

(2) There is not the proper allowance for air in all rooms, but this will be attended to.

(3) There is a well, and proper conveniences, except at the Hall rented for a short time.

(b) The authorized books are used; not sufficient but pretty fair accommodation in the matter of tablets, maps, &c.

(c) Every division is a class; each child taught by the same teacher until qualified for advancement to a higher division. There are five assistants (females), paid \$150, \$160, \$175, \$200, and \$300—two qualified by Normal School training, and three by County Board certificate.

(d) Primary department, from 9 to 11 A.M., and half-past 1 to 3 P.M. All the other departments, from 9 to 12 A.M., and half-past 1 to 4 P.M. Usual age, 5 to 16. Merit marked at each lesson according to intellectual proficiency and moral conduct combined. A perfect mark, 10. Corporal punishment sometimes used, though seldom, and when resorted to, always in private. Suspension for longer or shorter periods. Attendance irregular, many children being employed during summer months. The School opened in every division with reading and prayer. There is no separate religious instruction.

(e) Mixed. The rote method seldom employed. The attainments tested by oral interrogation. Written answers only required for advancement.

(f) Reading with ordinary facility only. Spelling, *very bad*. Writing, *ordinary*. Drawing, by furnishing copies to imitate. Arithmetic, rather superior; attention paid to the tables of weights, measures, &c. Book-keeping not taught by the Public School teachers; taught only in the High School. The first simple rules of algebra, English grammar, definitions, parts of speech, parsing and analyses of ordinary sentences. Chemistry and agriculture taught in highest division. Geography and history taught, as prescribed, in three of the divisions. The pupils are not taught the science of music, but are allowed to vary their studies by occasionally singing, led by some pupil who is acquainted with some simple piece of music.

(g) 1. A visitors' book and registers are kept.

2. The *Journal* is regularly received.

3. Pupils are invariably examined for admission.

4. No prizes, except sometimes by the teacher personally.

5. No library.

6. The course of studies is carried out, as far as possible, in terms of the programme furnished by the *Journal of Education*; and the old books are gradually disappearing, and the authorized books taking their place—*e.g.*, where Sangster's Arithmetic was in the possession of most pupils, they are allowed to retain them; but in every case where new ones were needed, as directed by law.

By proper School accommodation, adequate to the increasing wants of our fast increasing population, I feel assured that the teachers of St. Thomas will give an unmistakable proof that the Amended School Law has been a beneficial measure, and not an arbitrary and unwarranted interference with a system that could not be improved.

TOWN OF WOODSTOCK.

Hugh M. McKay, Esq., M. D. Mechanical Arrangements.—There are two Public

Schools in the Town of Woolstock—one is situated at the east and the other at the west end of the town. They are built of brick and are two stories high, with cellarage. The size of the lot on which the east School-house is built is 17,424 square feet, and that on which the west School-house stands is half an acre. Each of the buildings are divided as follows, viz., the lower flat into four rooms, two of these are 36 feet by 17 feet, and two are 28 feet by 21 feet. The upper flat is divided into two rooms each 29 feet by 38 feet. These are occupied by the senior division—the boys being taught in one room and the girls in the other. The rooms in the upper flat are provided with class-rooms. The desks arranged parallel with the platform, with a passage between each row of desks—each desk accommodates two pupils. The grounds are enclosed, and the play-grounds separated by a good substantial fence—a few trees are planted.

Well, Proper Conveniences.—There is a good well at each of the School-houses, also, proper conveniences, and all the regulations regarding them are observed.

Means of Instruction.—The authorized text books are exclusively used, and the Schools are well provided with tablets, maps and black-boards.

Organization.—There are 4 classes in the junior and 2 in the senior department of each School, making in all, 8 junior and 4 senior classes. The junior classes are taught by female teachers, who are paid as follows:—

Six are paid at the rate of.....	\$200 00 per annum.
Two " " " " " " " " " " " "	240 00 " "

The senior classes are taught by 2 male and 2 female teachers.

The male teachers are paid at the rate of.....	\$550 00 per annum.
" Female " " " " " " " " " "	300 00 " "

Six of the teachers in the junior department held certificates from the County Board, the other two from the Normal School.

The male teachers in the senior department hold certificates from the County Board, and the female teachers from the Normal School.

Discipline.—The hours of attendance are from 9.30 A.M., till 3.30 P.M., with an interval of 1½ hours for dinner. The usual age of the pupils is from 5 to 16 years. The pupils do not change places in their classes, but are marked at each lesson, according to their respective merits. Distinction depends on a mixed estimate of the intellectual proficiency and moral conduct. Corporal punishments are very seldom employed. The common punishment is the loss of credit marks, and as each teacher sends a monthly report to the parents, this seems to answer every purpose. The Schools are opened and closed with prayer, and the Ten Commandments are regularly taught.

Method of Instruction.—In the junior classes the mixed method is pursued—in the senior classes the interrogative. The attainments in the lessons are tested by individual oral interrogation, and sometimes by requiring written answers to written questions.

Attainments of Pupils.—(1) The majority of the higher pupils read with ease and facility only. Few read with ease and expression. (2) They spell very correctly, and give the meaning and derivation of words. (3) The majority can write with ordinary correctness, and a few with ease and elegance. (4) Linear drawing is taught. (5) The pupils are acquainted with the simple rules of arithmetic, and skilful in them, they are acquainted with tables of moneys, weights and measures, and are skilful in them, they are acquainted with the compound rules and skilful in them. They are also acquainted with the higher rules. (6) Book-keeping by single and double entry is taught. (7) The pupils are acquainted with the rules of orthography, parts of speech, their nature and modifications, and parsing. (9) Geography and history are taught as prescribed in the official programme. (11) Classes have just been formed in algebra and geometry.

Miscellaneous.—(2) A visitor's book and register are kept. (3) The *Journal of Education* is received by the Inspector regularly. (4) The pupils have been examined, and arranged in classes, and the usual public examinations held.

(5) No prizes have been offered during the past year.

With regard to School accommodations, the Board of Trustees have gone to a considerable expense in repairing several of the rooms, for the accommodation of from sixty to eighty pupils, as occasion might require. This was before receiving the instructions that no teacher may have under his control more than fifty pupils, so that at present, in some cases, we are violating that clause of the School Act, and can scarcely avoid doing so for some time to come.

TOWN OF SANDWICH.

The Rev. F. G. Elliott.—There are three Schools under my supervision, which have been visited at stated periods during the past year :

No. 1. Under the charge of Mr. Samuel Emmerson, had on its register, boys 65, girls 74 ; total, 139, and appeared in a satisfactory condition, the scholars evincing very great proficiency in several branches of study, particularly grammar and history. The specimens of penmanship were highly creditable. Mr. Emmerson is highly favoured by having the able assistance of Mrs. Emmerson.

No. 2. Taught by Miss Girardot, numbering 70 boys, 80 girls ; total 150—has for some time past sustained the reputation of being one of the best Schools in the town. The scholars seem to be stimulated by a most laudable ambition to distinguish themselves in their respective classes. Their courteous and respectful demeanour, combined with the cordial reception afforded to a visitor, cannot fail to make this School always an object of interest. The boys' department, in which Miss Girardot is assisted by her brother, constituting it in fact two Schools, is most effectively managed. A pleasing feature of this department is the practice of having the studies of the pupils diversified by vocal music, tending to relieve the monotony of laborious study, imparting a freshness to the mind and enabling it to return to the task on hand with renewed energy. It is highly desirable the practice should be more general.

No. 3. (Coloured), 19 boys, 22 girls ; total 41. Miss Turner, teacher. The examinations of this School were answerable to my expectations. It was worthy of notice that in the class for history, every scholar was able to repeat correctly the lesson consisting of two or more from memory, and answer any question with readiness.

TOWN OF SIMCOE.

James J. Wadsworth, M. A.—The Public Schools of the town of Simcoe form the lowest four divisions of the united High and Public Schools, and are superintended by the principal of the High School, D. C. Sullivan, Esq., LL.B.

The School accommodation is of the highest character. The site is a very desirable one. The grounds are laid out and kept by the resident janitor, Mr. Coggins, with unusual care and taste, being adorned with shade trees and flower beds, gravel walks, &c.

Within the building are to be found all the equipments of a School of the most modern style, including full sets of maps, object tablets, globes and other apparatus.

So far as the board of trustees is concerned, there is not the least ground for complaint in this School. There has evidently been no expense spared in supplying the children of the town with every requisite for the cultivation of their æsthetic faculties, no less than those which minister more directly to the requirements of practical life. There is a library, in part "School" and in part "Mechanics' Institute" in origin, but it is not open at present. Steps are being taken, however, to have it in operation shortly.

The School is managed by the principal of the High School as stated above, and as he is responsible to the united board for the success of the Institution, he exercises a minute oversight over the whole of the divisions, making out the time-table, superintending the general discipline, and in every respect supervising the studies and conduct of the pupils of every class. The tower bell is rung at fixed times, at which all the classes throughout the establishment are changed according to their respective time-tables.

Information regarding the City of Kingston Public Schools, furnished by the Inspector in accordance with Regulations regarding "Duties of Public School Inspectors," as given in *Journal of Education* for June 1871. Sec. 5. § 4. a. b. c. d. e. f.

		BUILDING.										SURROUNDINGS.										MEANS OF INSTRUCTION.										ORGANIZATION.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
1.	2.	Material.	Size.	Stories.	Rooms.	Height of Ceiling.	No. of Cubic feet of Air in each Room.	Class Rooms.	Lobby or closets for hats, &c.	Condition.	Erected.	Funds.	Warmed.	Ventilated.	Desks.	Seats.	Arranged.	Separate entrance for Pupils.	Arrangements for Teacher.	Gymnastics.	Well.	Water Closets.	Fenced.	Open.	Trees.	Flowers.	Text Books.	Tablet Lessons.	Maps.	Globes.	Black Boards.	Models.	Arrangement of Classes.	Same Teacher.	Assistants.	Qualifications.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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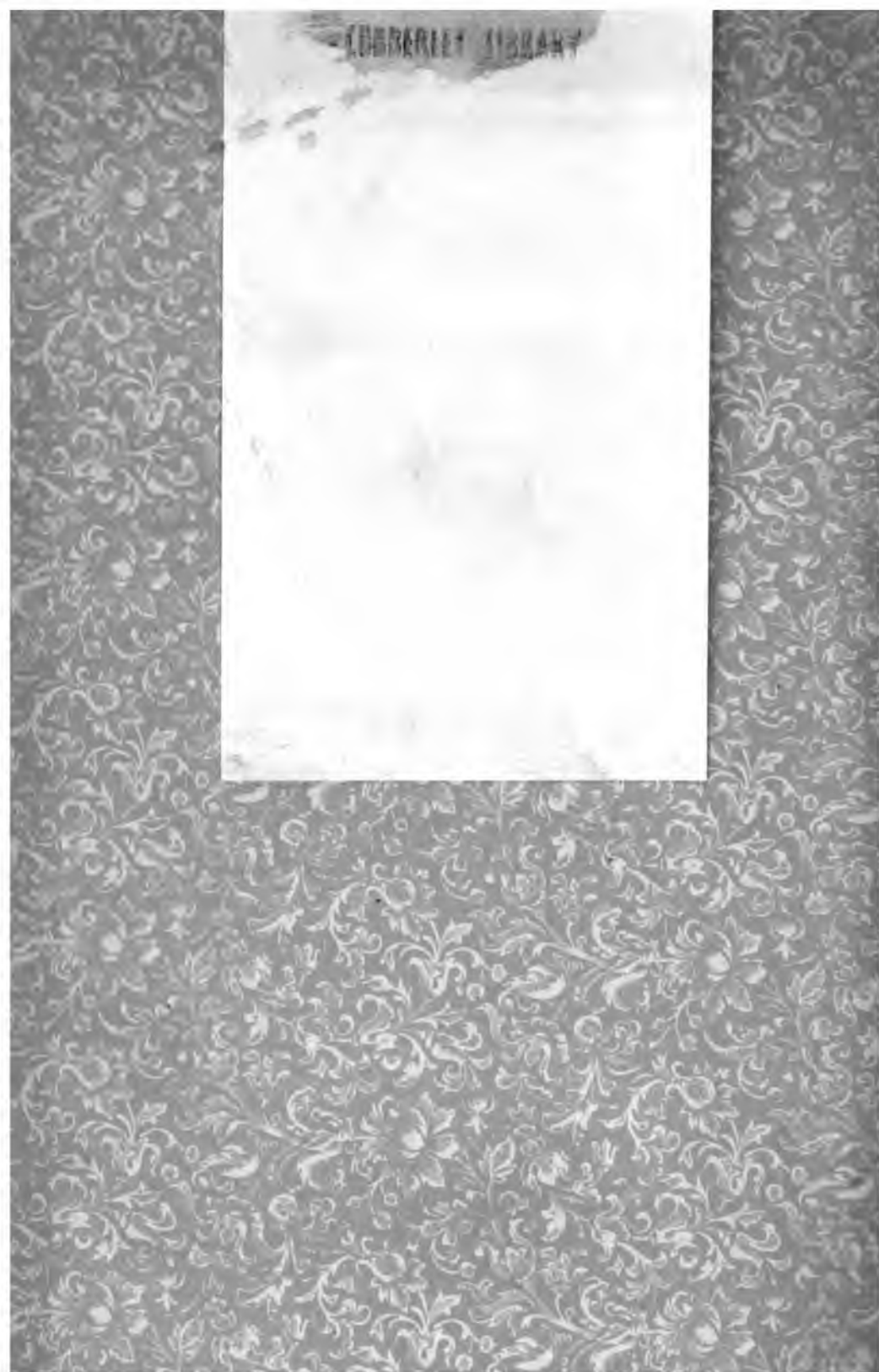
DISCIPLINE.										METHOD OF INSTRUCTION.										ATTAINMENTS OF PUPILS.										MISCELLANEOUS.											
38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79
Hours of attendance.										Simultaneous.										By classes in all the junior subjects.										Pupils sent to High School.											
Change of Place during Recitation.										In Grammar, Arithmetic, Euclid, Algebra, Mensuration, Reading.										Christian Morals and Civil Government.										Vocal Music.											
Marking.										This method is employed, more or less, in all the classes, and exercises.										Arithmetic.										Nae. Phil. C. A. & Nat. Hist.											
Distinction.										Chiefly among the Junior Classes in Tables, &c. &c.										Drawing.										Algebra and Geometry.											
Merit Cards.										Are determined by the various recitations of the day, and the results.										Writing.										None.											
Corporal Punishment.										This method is employed, more or less, in all the classes, and exercises.										Spelling.										Very accurate in these.											
How applied.										Chiefly in History and Geography.										Reading.										Only some lessons in Botany as yet.											
How many for one month.										Are judged by daily and weekly reviews in all the classes.										Book-keeping.										Simple songs by ear in all classes.											
Opening and Closing.										The Bible is used in the Orphans' Home. Very little beyond the merest outline anywhere else.										Grammar.										Not given, as my annual return will supply all these items.											
Commands.										Regularly, and prescribed form used.										Composition.										As authorized by question and answer on the subject.											
The Bible is used in the Orphans' Home. Very little beyond the merest outline anywhere else.										Taught to all the Junior Classes.										Grammar.										As authorized by question and answer on the subject.											
Other Religious Instruction.										Very few, probably not more than 60 in a year.										Book-keeping.										As authorized by question and answer on the subject.											
Regularly, and prescribed form used.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
It is considered to be very fair.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
Publicly, as likely to be most beneficial.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
Seldom resorted to.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
Given, at the end of each year, to all pupils who have not been absent for more than 10 days.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
Depends upon proficiency, conduct and punctuality of attendance.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
Pupils are generally marked each day, and in each of the senior classes always.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
During all senior recitations, and sometimes in the other.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
Varying from 5 to 19 years.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											
From 9 A. M. to 4 P. M.										Regularly, and prescribed form used.										Book-keeping.										As authorized by question and answer on the subject.											

KINGSTON, December 26th, 1871.

SAMUEL WOODS, M.A.,
Inspector, K. P. S.



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STANFORD JUNIOR UNIVERSITY



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